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ABSTRACT

As part of an annual statewide evaluation process, quantitative information on community college programs is reviewed by the Maryland State Board for Community Colleges. Subsequently, in particular cases, a qualitative assessment is conducted by individual community colleges in response to specific questions raised by the Board. This report presents the results of individual qualitative evaluations of 50 programs throughout the state and the results of a statewide evaluation of engineering transfer programs. First, the statewide evaluation of engineering transfer programs is presented. This section includes program descriptions; information on student trends and characteristics and program performance; results of a 1982 graduate follow-up study; results of evaluations conducted by the colleges to determine whether the engineering transfer program meets the standards needed for a bachelor's engineering degree and the number of engineering transfer students in good standing denied transfer to the University of Maryland bachelor of science engineering program. The next section contains qualitative program evaluation reports for 50 programs identified as having specific problems (e.g., low enrollments or declining awards) and includes an identification of the college, the program, the level of award, and an overview of the problem identified by the State Board for Community Colleges. The evaluation of each program includes questions posed by the State Board to identify the causes of the problem of low or declining enrollments or awards; the factors contributing to the problem; the college's view of when the situation might stabilize; the steps which the college intends to take to address the problem; specific issues raised by the Board; and Board recommendations. (HB)

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Maryland State Board for Community Colleges

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# Maryland Community Colleges 1984 Program Evaluations

*Issued April 1985*

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# FOREWORD

In 1978, the State Board for Community Colleges approved the Maryland Community College Program Evaluation System. This system, conceptualized in 1974, is based on a quantitative review of community college program information by the State Board for Community Colleges and a subsequent qualitative assessment conducted by the individual community colleges in response to specific questions raised by the Board. The system was developed through a cooperative effort of the Maryland community college presidents, deans, researchers, faculty, and the Board staff. The fundamental premise of the system is that Maryland's community colleges are striving to achieve program quality, and that the colleges have the capacity for self-assessment and the courage to take action based upon the results of such assessments.

During the first seven complete cycles of the evaluation system, 328 programs were evaluated. Many programs were improved, 59 were discontinued, and 21 are currently inactive.

In July 1984, each college received a set of questions from the State Board for Community Colleges based upon data in the Program Data Monitoring System. This document contains the results of individual community college qualitative evaluations of 50 programs throughout the community college system. Also included are the results of a statewide evaluation of engineering transfer programs. In most cases the colleges' efforts went beyond the questions raised by the Board. Full credit should go to Maryland's community colleges for their efforts. The Community College Program Evaluation System is an annual process. Additional community college programs will be identified for evaluation in 1985.

James D. Tschechtelin
Executive Director

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Maryland State Board for Community Colleges

# STATEWIDE EVALUATION OF ENGINEERING TRANSFER PROGRAMS

## Abstract

Engineering Transfer programs are offered at 12 community colleges in Maryland. The five colleges not offering such a program are: Cecil, Chesapeake, Dundalk, Garrett, and Wor-Wic. The Engineering Transfer curriculum is designed to prepare students for direct transfer into baccalaureate engineering programs.

Headcount enrollment into Engineering Transfer programs decreased in 1984, following the statewide enrollment pattern. The decrease was strictly in full-time students which were down 15 percent from the 1982 high; part-time enrollment continues to increase but at a slower rate. Compared to other community college programs, Engineering Transfer programs enroll more men, fewer minority students, more full-time students, and more recent high school graduates.

The University of Maryland is the primary transfer institution for community college engineering students. Community college engineering students transfer in greater numbers than students enrolled in other transfer programs. However, engineering students lose more credits in the engineering transfer process than other transfer students. The performance of community college engineering students at the transfer institution is excellent. At the University of Maryland, College Park, the cumulative GPA of former community college engineering students enrolled in the Spring 1985 semester was 2.76; the cumulative GPA for all undergraduate engineering majors was 2.8. Nevertheless, a considerable number of engineering students who were in good standing at the community college were denied access to a baccalaureate engineering program due to existing competitive transfer requirements.

The State Board for Community Colleges make the following recommendations:

(1) The SBCC supports recent action by the State Board for Higher Education to expand engineering program offerings at UMBC and Morgan. However, student interest and the needs of the State's economy suggest that further expansion may be needed. The SBCC recommends that the SBHE closely monitor the ability of UMBC and Morgan to accommodate student interest and employer demand for baccalaureate engineering programs.

(2) The SBCC further recommends that a special articulation meeting be convened for representatives of the UMBC and Morgan engineering programs and the community college academic deans to ensure that a smooth transfer policy is in place for the new baccalaureate programs implemented in Fall 1984.

(3) It is likely that competitive admission "filters" will continue as long as demand exceeds the supply of engineering spots available at public four-year institutions throughout the State. The SBCC supports these competitive transfer requirements for community college students only if these same requirements continue to be equally applied, as they now are, to native pre-engineering students enrolled at the University of Maryland.

(4) Community college engineering programs should continue to make advising programs a top priority so that students are counseled, not only at the time of admission but at the end of each semester, on their chances for successful transfer to University of Maryland engineering programs. It should also be clearly stated in all relevant college publications that being in good standing at the community college will not guarantee transfer to the University of Maryland under the current transfer requirements.

(5) Since the stated purpose of the Engineering Transfer program at community colleges is to provide the opportunity to transfer to a baccalaureate engineering program, the SBCC recommends that community colleges consider eliminating from AA requirements those courses not generally required for the BS engineering degree.

(6) The SBCC commends the University of Maryland's commitment to the Office of Articulation. The support of that office has been critical to the success of community college engineering students in University of Maryland engineering programs. The SBCC recommends that the engineering articulation meetings coordinated by the Office of Articulation continue to be held on a regular basis.

# STATEWIDE EVALUATION OF ENGINEERING TRANSFER PROGRAMS

The program evaluation system of the Maryland State Board for Community Colleges is in its seventh complete cycle. The system is essentially a two-step process each year. First, all programs undergo a computer-based quantatative review based on data collected throughout the year. Programs are "flagged" on such indicators as low enrollment and high cost. Second, a smaller number of programs (usually about 50) are identified for a more comprehensive qualitative evaluation to be conducted by college staff. As part of this qualitative evaluation, one program is singled out for a statewide evaluation.

For the 1984 program evaluation cycle, each college having an Engineering Transfer program (HEGIS 4940-01) was asked to include the program in its qualitative evaluations. The resulting evaluations are included in the respective college sections of this publication (Note: Evaluations of the Baltimore, Catonsville, and Charles programs were published in 1983; the evaluation of the Prince George's program was published in 1982; the program at Frederick was implemented in Fall 1984 and has not yet been evaluated). What follows is a brief summary of statewide data about the programs.

## Program Descriptions

Engineering Transfer programs are offered at twelve community colleges in Maryland. The five colleges not offering such a program are: Cecil, Chesapeake, Dundalk, Garrett, and Wor-Wic.

Since the Engineering Transfer programs are designed to prepare students for direct transfer into baccalaureate engineering programs and since these baccalaureate programs are fairly specific in what they require of freshmen and sophomores, one would expect the requirements of the Engineering Transfer AA program to be very similar from one college to the next. Table I confirms that this is very much the case in Maryland.

The total credits required for the Engineering AA range from a low of 62 credits at Charles County Community College to a high of 70 credits at several community colleges, the maximum allowed under state guidelines. These credits are typically distributed among three areas - engineering core courses, math and science support courses, and general education courses. The engineering courses typically include graphics, statics/mechanics, dynamics, and materials. The math/science requirements range from a low of 34 credits at a few colleges to a high of 42 credits at several others. These courses typically include three calculus courses plus differential equations, two courses in chemistry, two to four physics courses, and in some cases a course in programming or numerical analysis. The general education requirements (non-math/science) range from a low of 8 credits at Charles County Community College to a high of 23 credits at Essex Community College.

Table I

ENGINEERING TRANSFER PROGRAM REQUIREMENTS (AA)

| | ALL | ANN | CCB | CAT | CHA | ESS | FRE | HAG | HAR | HOW | MON | PRI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **A. Engineering** | | | | | | | | | | | | |
| Graphics | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 4 | 2 | 3 | 3 |
| Statics/Mechanics | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Dynamics | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Materials | 3 | 3 | 3 | 3 | 3 | - | 3 | 3 | 3 | 3 | - | 3 |
| Sub-Total | 12 | 12 | 12 | 11 | 12 | 8 | 12 | 11 | 13 | 11 | 9 | 12 |
| **B. Math/Science** | | | | | | | | | | | | |
| Calculus/Diff Eq | 16 | 16 | 16 | 15 | 16 | 15 | 16 | 15 | 15 | 15 | 18-20 | 15-16 |
| Chemistry | 8 | 8 | 8 | 8 | 8 | 10 | 8 | 8 | 8 | 8 | 8 | 8-9 |
| Physics | 8 | 12 | 10 | 11 | 15 | 11 | 10 | 10 | 11 | 11 | 11 | 11 |
| Prog/Num Analysis | 3 | - | 3 | 1-4 | 3 | 3 | 3 | 2 | - | 6 | 3 | - |
| Sub-Total | 35 | 36 | 37 | 35-38 | 42 | 39 | 37 | 35 | 34 | 40 | 40-42 | 34-36 |
| **C. General Education** | | | | | | | | | | | | |
| Pre-Calculus | - | - | - | - | - | - | - | 4 | - | - | - | - |
| English/Commun | 9 | 6-9 | 6 | 6 | 6 | 9 | 6 | 6 | 3 | 6 | 6 | 9 |
| Humanities/Soc Sc | 6 | 3 | 12 | 12 | - | 9 | 6 | 3 | 12 | 9 | 6 | 6 |
| Health/Physical Ed | 2 | 2 | 2 | 2 | 2 | 5 | 1 | 2 | 2 | 2 | 1 | 2 |
| Electives | 3 | 6 | - | - | - | - | 6 | 6 | - | - | 3 | - |
| Sub-Total | 20 | 17-20 | 20 | 20 | 8 | 23 | 19 | 21 | 17 | 17-19 | 16-19 | 17 |
| TOTAL | 67 | 65-68 | 69 | 66-69 | 62 | 70 | 68 | 67 | 64 | 68-70 | 65-70 | 63-65 |

## Student Trends and Characteristics

As shown in Table 2, statewide headcount enrollment in Engineering Transfer programs increased nicely from 1980 to 1983 but, following the statewide enrollment pattern, dipped in Fall 1984. The enrollment trends for full-time and part-time students over this period of time are quite different. Full-time enrollment peaked in 1982 and has been declining since. The most recent full-time enrollment in 1984 was down 10 percent from the previous year and nearly 15 percent from the 1982 high. Part-time enrollment, on the other hand, has increased in each year for the period shown with an overall growth of 47 percent. Because of this increase in part-time enrollment, total headcount enrollment in Engineering Transfer programs statewide has increased 20 percent from 1980 to 1984, with only a two percent decline from 1983 to 1984.

Table 2
ENROLLMENT AND AWARDS IN
ENGINEERING TRANSFER PROGRAMS

| | 1980 | 1981 | 1982 | 1983 | 1984 | Percent Change 1980-84 |
|---|---|---|---|---|---|---|
| Headcount Enrollment in Program (Fall) | | | | | | |
| Full-time | 1,071 | 1,166 | 1,180 | 1,122 | 1,009 | -6% |
| Part-time | 1,012 | 1,184 | 1,348 | 1,423 | 1,485 | 47 |
| Total | 2,083 | 2,350 | 2,528 | 2,545 | 2,494 | 20% |
| Associate Degrees Awarded (Fiscal Year) | | | | | | |
| | 89 | 94 | 83 | 108 | 126 | 42% |
| Enrollment-To-Award Ratio * | | | | | | |
| | - | - | 7:1 | 5:1 | 5:1 | |

* Ratio = 1/2 full-time enrollment divided by awards two years later.

The recent decline in students enrolled has not yet affected the number of students graduating from the program. The number of Engineering AAs awarded statewide has gone from 89 in 1980 to 126 in 1984, an increase of 42 percent. The statewide enrollment-to-award ratio appears to have stabilized at about 5-1.

What types of students enroll in the Engineering Transfer program? The SBCC Enrollment Information System provides very specific answers to this question (Table 3). Eighty-seven percent of the engineering students are men; about 40 percent of all community college students are men. Black students account for 18 percent of the enrollment in all community college programs, but only 12 percent of the enrollment in Engineering Transfer programs. A much higher percentage of students are enrolled full-time, 40 percent versus 27 percent for all programs. As a result, engineering students have a relatively high average credit load. Engineering transfer students have about the same mean age as other community college students. However, their median age is lower indicating that Engineering Transfer programs enroll a higher proportion of recent high school graduates.

Montgomery College has the largest Engineering Transfer program in the State followed by Anne Arundel, Prince George's, Catonsville, and Essex. These five schools enrolled 1800 engineering students in Fall 1984, or nearly three fourths of the Engineering students enrolled in community colleges statewide.

Program Performance

To what colleges do engineering students transfer? Tables 4 and 5 show the pattern of transfer from community colleges to the four-year colleges. Table 4 provides data from students who first entered the community college in Fall 1978 and were surveyed in 1982. The majority of these students did not graduate from the community college. Fifty percent transferred to the University of Maryland. One-fourth went out of state. The University of Maryland is apparently the transfer institution of choice for community college engineering students at all colleges except Catonsville and Hagerstown. Only one of eight students at Catonsville transferred to the University of Maryland, and one of six students did so at Hagerstown.

Table 3
CHARACTERISTICS OF ENROLLED STUDENTS
Fall 1984

| | Engineering Transfer | | All Programs | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Allegany | 47 | 2% | 2,134 | 2% |
| Anne Arundel | 337 | 14 | 8,894 | 10 |
| Baltimore | 85 | 3 | 7,516 | 8 |
| Catonsville | 282 | 11 | 11,209 | 12 |
| Charles | 162 | 7 | 4,463 | 5 |
| Essex | 237 | 10 | 9,861 | 11 |
| Frederick | 70 | 3 | 3,200 | 4 |
| Hagerstown | 86 | 3 | 2,497 | 3 |
| Harford | 134 | 5 | 4,285 | 5 |
| Howard | 110 | 4 | 3,429 | 4 |
| Montgomery | 633 | 25 | 19,886 | 22 |
| Prince George's | 311 | 13 | 14,083 | 15 |
| Total | 2,494 | 100% | 91,457 | 100% |
| Sex | | | | |
| Male | 2,178 | 87% | 40,376 | 41% |
| Female | 316 | 13 | 59,208 | 59 |
| Race | | | | |
| Black | 310 | 12% | 18,075 | 18% |
| White | 1,791 | 72 | 72,430 | 73 |
| Other/Unknown | 393 | 16 | 9,079 | 9 |
| First-time Status | | | | |
| New to college | 550 | 22% | 26,379 | 27% |
| Returning to college | 1,944 | 78 | 72,924 | 73 |
| Attendance Status | | | | |
| Full-time | 1,009 | 40% | 27,017 | 27% |
| Part-time | 1,485 | 60 | 72,567 | 73 |
| Number of Credits | | | | |
| Mean | 9.2 credits | | 7.35 credits | |
| Median | 9.0 credits | | 6.09 credits | |
| Age in 1984 | | | | |
| Mean | 28.2 years | | 28.5 years | |
| Median | 22.5 years | | 24.8 years | |

Source: Engineer EIS SBCC

Table 4
TRANSFER COLLEGES SELECTED
1978 ENTRANT FOLLOW-UP STUDY *

| To / From | Maryland Public State College | University of Maryland | Maryland Private Four-Year | Out-of-State | Unknown/ Other | Total |
|---|---|---|---|---|---|---|
| Allegany | - | 3 | - | 2 | | 5 |
| Anne Arundel | - | 2 | - | 2 | - | 4 |
| Baltimore | - | - | - | - | - | - |
| Catonsville | 2 | 1 | - | 5 | - | 8 |
| Charles | - | 3 | - | - | 1 | 4 |
| Essex | - | 3 | 1 | - | - | 4 |
| Frederick | - | - | - | - | - | - |
| Hagerstown | - | 1 | 2 | 2 | 1 | 6 |
| Harford | - | 3 | - | 1 | - | 4 |
| Howard | - | - | - | - | - | - |
| Montgomery | 1 | 2 | - | - | 1 | 4 |
| Prince George's | - | 5 | - | 1 | 1 | 7 |
| Total Number | 3 | 23 | 3 | 13 | 4 | 46 |
| Total Percent | 7 | 50 | 7 | 28 | 9 | 100 |

* 1978 entrants surveyed in 1982.

Table 5 provides similar data from students who graduated in 1982 and were surveyed in 1983. The transfer pattern is quite similar to that described above for entrants in that the University of Maryland is again the primary transfer institution. Fifty-seven percent of the 1982 engineering AA graduates in the State transferred to the University of Maryland. The only difference for graduates is that if they do not transfer to the University, they are more likely to transfer to a private four-year school in Maryland than to an out-of-state institution. This trend is due primarily to the Catonsville program where most graduates transfer to Maryland private four-year institutions. Once again, it is the programs at Catonsville and Hagerstown that break from the statewide transfer pattern. At both of these institutions, graduates of the engineering programs do not transfer to the University of Maryland in great numbers.

Table 5
TRANSFER COLLEGES SELECTED
1982 GRADUATE FOLLOW-UP STUDY *

| To / From | University of Maryland | Maryland Private Four-Year | Out-of-State | Unknown/ Other | Total |
|---|---|---|---|---|---|
| Allegany | - | - | 1 | 1 | 2 |
| Anne Arundel | 3 | - | - | - | 3 |
| Baltimore | - | - | - | - | - |
| Catonsville | 2 | 5 | - | 1 | 8 |
| Charles | 1 | - | - | - | 1 |
| Essex | 4 | 1 | - | - | 5 |
| Frederick | - | - | - | - | - |
| Hagerstown | 4 | 2 | 3 | 1 | 10 |
| Harford | 1 | - | 1 | - | 2 |
| Howard | 2 | - | - | - | 2 |
| Montgomery | 5 | - | 1 | 1 | 7 |
| Prince George's | 3 | - | - | 1 | 4 |
| Total Number | 25 | 8 | 6 | 5 | 44 |
| Total Percent | 57 | 18 | 14 | 12 | 100 |

* 1982 graduates surveyed in 1983.

How successful is the engineering transfer process in Maryland? In general, engineering students transfer in greater numbers than do students enrolled in other transfer programs. As shown in Table 6, about six of ten engineering students actually transfer (compared to four of ten for all other transfer programs). For engineering students who earn the AA at the community college (Table 7), nine of ten transfer (compared to six of ten graduates of all other transfer programs).

There is a very strong relationship between the engineering program of instruction at the community college and the transfer college. Seventy-two percent of the engineering transfer students reported that their transfer program was directly related to their program of study at the community college, and ninety-five percent of the engineering graduates reported likewise. These figures compare very favorably to 40 percent and 51 percent respectively reported for all other transfer programs. Given this direct relationship, one might expect engineering students to lose fewer credits in the process of transferring than other transfer students. Such is not the case. Engineering students do quite well in the transfer process with 76 percent losing only three credits or less. However, the comparable figure for all other transfer programs is 84 percent. Interestingly, among engineering students who transferred after completing the AA degree, the incidence of credit loss was somewhat higher. This suggests that community colleges may have AA requirements in place that are not required for the baccalaureate engineering degree and thus do not transfer into the program.

Engineering students do not earn as high a grade point average at the transfer institution as do students from other transfer programs. This is not surprising given the competitive nature and rigor of engineering programs, but it might explain the relatively high level of dissatisfaction with transfer preparation expressed by former community college engineering students. Eighteen percent said they were not satisfied with their community college preparation for transfer - double the rate for all other transfer programs.

Table 6
SUCCESS OF ENGINEERING STUDENTS UPON TRANSFER
ACCORDING TO 1978 ENTRANT FOLLOW-UP STUDY *

| | Engineering Transfer | | All Other Transfer Programs | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Respondents | 84 | 100% | 2,299 | 100% |
| Transferred | 46 | 55 | 893 | 39 |
| Transferred When Goal Was to Transfer | 39 | 62 | 642 | 68 |
| Transfer Status | | | | |
| Full-Time | 34 | 74% | 741 | 77% |
| Part-Time | 12 | 26 | 219 | 23 |
| Relationship of Community College and Transfer Program | | | | |
| Directly Related | 33 | 72% | 374 | 40% |
| Somewhat Related | 10 | 22 | 388 | 41 |
| Not Related | 3 | 6 | 176 | 19 |
| Credits Lost | | | | |
| None | 31 | 67% | 676 | 76% |
| 1 - 3 | 4 | 9 | 73 | 8 |
| 4 - 6 | 6 | 13 | 52 | 6 |
| 7 - 12 | 3 | 7 | 55 | 6 |
| 13 - 20 | 0 | 0 | 22 | 2 |
| 21 or more | 2 | 4 | 15 | 3 |
| Grade Point Average at Transfer College | | | | |
| Above 3.5 | 7 | 15% | 206 | 22% |
| 3.0 - 3.4 | 12 | 27 | 312 | 34 |
| 2.5 - 2.9 | 14 | 31 | 262 | 29 |
| 2.0 - 2.4 | 9 | 20 | 114 | 12 |
| Below 2.0 | 3 | 7 | 27 | 3 |
| Satisfaction with Transfer Preparation | | | | |
| Extremely Satisfied | 15 | 34% | 270 | 30% |
| Satisfied | 21 | 48 | 546 | 61 |
| Unsatisfied | 8 | 18 | 85 | 9 |

* 1978 entrants surveyed in 1982

Table 7
SUCCESS OF ENGINEERING STUDENTS UPON TRANSFER
ACCORDING TO 1982 GRADUATE FOLLOW-UP STUDY *

| | Engineering Transfer | | All Other Transfer Programs | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Respondents | 44 | 100% | 1,615 | 100% |
| Transferred | 41 | 93 | 960 | 59 |
| Transfer Status | | | | |
| Full-Time | 31 | 76% | 729 | 72% |
| Part-Time | 10 | 24 | 285 | 28 |
| Relationship of Community College and Transfer Program | | | | |
| Directly Related | 39 | 95% | 511 | 51% |
| Somewhat Related | 2 | 5 | 386 | 39 |
| Not Related | - | - | 102 | 10 |
| Credits Lost | | | | |
| None | 22 | 54% | 457 | 48% |
| 1 - 3 | 3 | 7 | 169 | 18 |
| 4 - 6 | 8 | 20 | 140 | 15 |
| 7 - 12 | 5 | 12 | 98 | 10 |
| 13 - 20 | 2 | 5 | 55 | 6 |
| 21 or more | 1 | 2 | 34 | 4 |
| Transfer Grade Point Average | | | | |
| Above 3.5 | 5 | 14% | 245 | 27% |
| 3.0 - 3.4 | 12 | 32 | 311 | 34 |
| 2.5 - 2.9 | 12 | 32 | 226 | 25 |
| 2.0 - 2.4 | 8 | 22 | 103 | 11 |
| Below 2.0 | - | - | 26 | 3 |
| Satisfaction with Transfer Preparation | | | | |
| Extremely Satisfied | 18 | 44% | 381 | 39% |
| Satisfied | 20 | 49 | 529 | 54 |
| Unsatisfied | 3 | 7 | 72 | 7 |

* 1982 graduates surveyed in 1983

Perhaps the more interesting question is how do community college engineering students perform at the transfer institution in comparison to native students? Table 8 shows the cumulative grade point average earned by the 425 community college transfer students enrolled in engineering programs at the University of Maryland, College Park as of the start of Spring 1985 semester. Also shown is the cumulative GPA for the 3,000+ native students enrolled in those programs. The results provide a very favorable comment on the high quality of community college engineering programs offered throughout the State. While a smaller percentage of transfer students are earning a GPA of 3.5 or above in UMCP engineering programs (nine percent to 13 percent for native students), the distribution of GPAs by the two groups is virtually identical. Seven percent of the native engineering students began the Spring 1985 semester with a cumulative GPA below 2.0; for transfer students the figure was eight percent.

Table 8
COMPARISON OF ENGINEERING TRANSFER STUDENTS TO NATIVE ENGINEERING STUDENTS AT UMCP
(AT THE START OF SPRING 1985 SEMESTER)

| Cumulative Grade Point Average at UMCP[1] | Community College Transfer Students[2] | | All Other Engineering Students | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Above 3.5 | 39 | 9 | 382 | 13 |
| 3.0 - 3.4 | 100 | 24 | 743 | 25 |
| 2.5 - 2.9 | 143 | 34 | 993 | 33 |
| 2.0 - 2.4 | 109 | 26 | 683 | 23 |
| Below 2.0 | 34 | 8 | 208 | 7 |
| Total | 425 | 100 | 3,009 | 100 |

[1] The GPA shown is for credits earned at UMCP only.

[2] This includes students who earned the AA plus those who transferred prior to graduation at the community college.

Source: Office of Institutional Studies, University of Maryland

Evaluations Conducted by the Colleges

The colleges were asked to respond to two special questions in their review of the Engineering Transfer program:

- Does the Engineering Transfer program require courses not generally needed for a bachelor's engineering degree?
- How many students in "good standing" in the community college Engineering Transfer program are denied transfer into the University of Maryland BS Engineering program?

A low graduation rate in the Engineering Transfer program statewide suggests that colleges are discouraging completion of the AA through requirements that will not transfer to the baccalaureate engineering program. The results of the 1984 program evaluations show that this is in fact the case at most of the colleges. Community college courses most typical in this regard are health and physical education requirements and a third semester of English.

The SBCC fully recognizes that the number of awards should not be the principal criterion of a transfer program's success and that for the Engineering Transfer program, in particular, very little value is attached to the AA by students transfer institutions, or employers. Nevertheless, the ability of community colleges to keep students enrolled in a continuous program of study may become an increasingly important economic consideration. Furthermore, some of the community colleges appear to be successful in promoting the AA as an important educational milestone for students and thus do quite well in graduating a large number of their engineering students. Hagerstown Junior College, for example, although having one of the smaller Engineering Transfer programs in the State, had the largest graduating class, by far, in 1983 with 28 AA graduates. While the statewide enrollment-to-award ratio for the Engineering Transfer program is 5.1, that figure ranges from a low of 1.1 at Hagerstown to a high of 14.1 at Prince George's Community College.

A complete statewide analysis is not yet possible on the number of community college engineering students denied transfer to UMCP. However, some preliminary conclusions can be made based on the data available from a few colleges. At Anne Arundel Community College, for example, in Fall 1984 119 students were enrolled in the Engineering Transfer program with 20 or more credits earned. Fourteen of these had cumulative GPAs below 2.0 with the remaining 105 students "in good standing" at the college. Of the students in good standing, two of three had GPAs below 3.0 and thus would not qualify for transfer to UMCP under the most recent transfer admission requirements (see below). What happens to these students? Many seek admission to out-of-state engineering programs, some become pre-engineering students at the University of Maryland, and some simply give up on an engineering career. At Montgomery College, about 30 percent of the students who transfer to UMCP transfer into the pre-engineering curriculum. Pre-engineering is a "holding area" from which students can transfer into the regular engineering program if they show considerable improvement to their GPA over a certain period of time. "Transfer" requests by these students are handled by the University of Maryland engineering staff on a case-by-case basis.

Discussion and Recommendations

Maintaining high quality community college engineering transfer programs offers many benefits to the citizens of the State. Since classes at the community colleges tend to be smaller than they would be in the first two years at a large four-year institution, students receive the personal attention that they often need at the freshman and sophomore levels. More importantly, community college engineering programs provide an opportunity for students who do not qualify for admission as an engineering freshman at a four-year school to demonstrate their readiness to proceed towards the BS degree. Once this opportunity or "second chance" is provided, the key policy question becomes what transfer policies should be put in place to regulate the flow of students from community colleges to a four-year program where demand far exceeds the number of slots available. The answer to that policy question for the University of Maryland engineering programs is found in its competitive admission and transfer requirements.

For all University of Maryland engineering programs except electrical engineering, the admission requirements for entering freshmen in the Spring 1985 semester were: (1) 580 math SAT score; (2) 1,100 total SAT score; and (3) 3.0 high school grade point average. For electrical engineering the requirements were: (1) 600 math SAT score; (2) 1,200 total SAT score; and (3) 3.5 high school grade point average. For students who meet these requirements but choose to begin their engineering studies at a community college, transfer into the University of Maryland is guaranteed as long as they remain in good standing at the community college - i.e., maintain at least a 2.0 GPA. Students who do not meet these admission requirements, and thus must begin their studies at the community college, will be granted transfer to the University of Maryland only if they meet the minimum transfer GPA requirement in place for that semester - 3.0 in Spring 1985. This same requirement is in place for students who enrolled directly into the pre-engineering curriculum at the University.

As noted above, most of the community college engineering students in good standing (about two thirds) do not meet the minimum transfer GPA requirements imposed by the University. In the words of one community college dean, it is a "tragic situation" when a student completes a very difficult curriculum with a 2.8-2.9 GPA and then is denied transfer to the state university.

RECOMMENDATION #1:

> The SBCC supports recent action by the State Board for Higher Education to expand engineering program offerings at UMBC and Morgan. However, student interest and the needs of the State's economy suggest that further expansion may be needed. The SBCC recommends that the SBHE closely monitor the ability of UMBC and Morgan to accomodate student interest and employer demand for baccalaureate engineering programs.

RECOMMENDATION #2:

The SBCC further recommends that a special articulation meeting be convened for representatives of the UMBC and Morgan engineering programs and the community college academic deans to ensure that a smooth transfer policy is in place for the new baccalaureate programs implemented in Fall 1984.

RECOMMENDATION #3:

It is likely that competitive admission "filters" will continue as long as demand exceeds the supply of engineering spots available at public four-year institutions throughout the State. The SBCC supports these competitive transfer requirements for community college students only if these same requirements continue to be equally applied, as they now are, to native pre-engineering students enrolled at the University of Maryland.

RECOMMENDATION #4:

Community college engineering programs should continue to make advising programs a top priority so that students are counseled, not only at the time of admission but at the end of each semester, on their chances for successful transfer to University of Maryland engineering programs. It should also be clearly stated in all relevant college publications that being in good standing at the community college will not guarantee transfer to the University of Maryland under the current transfer requirements.

On the issue of what the course requirements for the engineering transfer AA should be and what the implications of those requirements are for likely completion of the AA, this is clearly a college (and faculty) decision. However, the SBCC does make the observation that apart from the educational merits of a course, including it as a requirement for the AA even though it will not transfer has not been an effective way of "forcing" students to take the course. What these requirements are in fact doing in many cases is encouraging people to leave the community college prematurely.

RECOMMENDATION #5:

> Since the stated purpose of the Engineering Transfer program at community colleges is to provide the opportunity to transfer to a baccalaureate engineering program, the SBCC recommends that community colleges consider eliminating from AA requirements those courses not generally required for the BS engineering degree.

Finally, it should be emphasized again that by the most important criterion - that is, the success of community college engineering students at the transfer institutions - community college programs are of the highest quality. The average cumulative GPA of former community college engineering students enrolled at the University of Maryland, College Park in the Spring 1985 semester was 2.76. The cumulative GPA for all undergraduate engineering majors at the University that semester was 2.8.

In addition to the efforts being made by community college staff, activities conducted under the sponsorship of the Director of Articulation at the University of Maryland are particularly noteworthy. Articulation meetings are held regularly, and they are well attended by representatives of community colleges and four-year institutions throughout the State.

RECOMMENDATION #6:

> The SBCC commends the University of Maryland's commitment to the Office of Articulation. The support of that office has been critical to the success of community college engineering students in University of Maryland engineering programs. The SBCC recommends that the engineering articulation meetings coordinated by the Office of Articulation continue to be held on a regular basis.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Allegany Community College

PROGRAM TITLE: Arts/Sciences Transfer

PROGRAM HEGIS NUMBER: 4910-01 LEVEL OF AWARD: AA

The Arts and Sciences curriculum at ACC currently consists of eleven different transfer options, and the enrollment and graduate data in all options are reported under the general heading "Arts and Sciences." In previous years, there have been more than eleven options, but some (such as journalism and pre-pharmacy) have been deleted for lack of enrollment. The current options include Arts and Sciences-Arts, Arts and Sciences-Sciences, Chemistry, Biology, Computer Science, Social Work, Forestry (transfer), Nursing (transfer), Sociology, Recreation (transfer), and Psychology. Due to the variety of options under this program title, there is no one answer to the questions posed by SBCC, but rather there are several answers to each question. In the responses to SBCC questions, we've tried to demonstrate the variety of issues and problems that affect specific options within the Arts & Sciences program, as well as those issues and problems which are common to all (or most) of the options.

1. What factors account for the declining awards in this program?

The table below is a list of the total number of graduates for the Arts & Sciences program for the last ten calendar years.

| Year | Graduates |
|---|---|
| 1975 | 10 |
| 1976 | 14 |
| 1977 | 16 |
| 1978 | 33 |
| 1979 | 25 |
| 1980 | 40 |
| 1981 | 34 |
| 1982 | 21 |
| 1983 | 23 |
| 1984 | 17 |

Graduate data for each of the options within Arts & Sciences for the same ten years is as follows:

| Yr | Arts** and Sci | Journalism* | Forestry | W/O Walls* | Curr. Computer Sci | Com-Biology | Chemistry | Pharmacy* | Pre-cial Work | So-Sociology | chology | Psy. Nsg. Trans. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 75 | 6 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 76 | 11 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 77 | 6 | 0 | 5 | 0 | 0 | 3 | 1 | 1 | 0 | 0 | 0 | 0 |
| 78 | 8 | 0 | 4 | 0 | 1 | 2 | 1 | 3 | 11 | 3 | 0 | 0 |
| 79 | 14 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 3 | 4 | 0 | 0 |
| 80 | 13 | 2 | 1 | 1 | 4 | 3 | 0 | 2 | 7 | 6 | 1 | 0 |
| 81 | 9 | 0 | 2 | 0 | 1 | 0 | 0 | 3 | 12 | 5 | 2 | 0 |
| 82 | 7 | 0 | 0 | 0 | 4 | 1 | 0 | 1 | 5 | 2 | 1 | 0 |
| 83 | 7 | 0 | 0 | 0 | 2 | 1 | 0 | 1 | 5 | 6 | 1 | 0 |
| 84 | 5 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 2 | 1 |

* Discontinued options.

**Even though the Arts & Science-Arts option and the Arts & Sciences-Sciences option have been offered for ten years at ACC, graduation data prior to 1980 lists graduates in both options as one figure. Beginning in 1980, in-house records divide the graduate data into the two options. Therefore, for reasons of clarity and simplification, the graduate data for these two options has been collapsed into one figure for all ten years.

There are several observations that one can make that are true of all of the Arts & Sciences options. The College initiated its first career curriculum in the late 1960's, and at present ACC offers 28 career programs, 11 of which are certificates, and 17 are AA degrees. In the Fall of 1984, ACC had 2,134 credit students. Of that number, 202 were non-degree, transient, or early placement students and are therefore neither transfer or career students. Thus, 1,932 were enrolled in either career or transfer programs. The career students represent 74.5% of the total, and transfer students represent 25.5% of the total.

This trend toward career programs in community colleges is not unique to ACC. There are several reasons why this trend has occurred at Allegany. In the early 1980's, when the national recession occurred, a number of career program students decided to transfer and remain out of the job market while jobs were so scarce. Some career students still transfer due to the continuing local depressed economic conditions. When career students (graduates) transfer, they are more likely to lose credits than graduates of transfer programs, as they've taken courses not designed to transfer. Career students who transfer and lose a significant number of credits tell their friends and neighbors of this credit loss. As in most small communities, the greatest means of communication is word-of-mouth. Potential students (or parents) hear about a student who lost many credits upon transfer, and may decide not to come to ACC for the first two years of a bachelor's degree program for fear the same credit loss may happen to them.

Another reason for declining graduates in Arts & Sciences is the fact that many students transfer without graduating. This is especially true of part-time evening students. ACC has more full-time day students than part-time evening students, but the numbers (and percentages) of part-time evening students are increasing. However, there are still not enough part-time evening students to warrant evening sections of many classes. The result is many students transfer without the AA degree.

Another reason that the number of students graduating from the Arts & Sciences program has declined is the fact that many students fail to see a direct connection between a liberal arts education and a job. For example, a student in the Secretarial Science program will become a secretary. A student in the Dental Hygiene program will become a dental hygienist. However, it is difficult for students (and parents) to see a direct correlation between a degree in history or chemistry, for example, and a specific job. This is especially true in the Cumberland area where most jobs are in manufacturing or service industries. In larger metropolitan areas, many jobs are available in publishing companies, museums, research firms, and wholesale/retail offices for people with a liberal arts bachelor's degree. For people in the ACC service area, this job connection is not only very difficult to see, but troublesome to many. Due to the depressed condition of the local economy, most students were (and still are) directly affected by the closing of local industries and the heavy furloughing in other industries. Most students have experienced this first-hand when a parent (or other relative), friend, or neighbor was either furloughed or permanently released from employment. Students are so concerned about job placement that they need to see the direct and obvious job waiting for them with a specific type of degree.

Another problem area which affects the number of graduates in all programs is the ACC advising system. The College needs to improve academic advising and articulation with four-year schools. The reader is referred to #4 and #6 below for more information.

There are other reasons which contribute to the decline in Arts & Sciences degrees, but these reasons are more option-specific. Some options have remained stable in their number of graduates. Social Work has experienced a decline in graduates which is believed to be due, at least in part, to the implementation of a bachelor's degree in Social Work at Frostburg State College. Local students can now attend FSC for four years and obtain a bachelor's in social work while living at home and saving the expenses of room and board.

FSC has also recently added a bachelor's degree in Computer Science which may adversely affect Computer Science enrollment. Forestry and Computer Science are really "companion programs" to Forest Technology and Data Processing Technology respectively. They were never intended or expected to attract high enrollment. There are no new courses in these options, but rather all required courses are either general education courses the college offers or courses

from the technical programs which would be offered regardless of the presence of these two transfer options. Forestry has experienced a decline in the number of jobs for four-year graduate foresters. Even though this situation is improving, it has had an effect on the number of graduates.

The Nursing and Recreation transfer options have only been in existence approximately two years, and they are still too new to have any graduates, much less a track record for graduates. Since 1974, ACC has offered a Recreation career program. ACC is in the process of dropping this career program and moving the existing students to the Recreation transfer option. This transfer option is being revised to articulate with FSC.

2. At what level does the college expect the awards to stabilize?

In the Arts and Sciences-Arts, Computer Science, Social Work, Sociology, and Psychology options, awards should stabilize at current levels. With increased marketing efforts in Arts and Sciences, the number of awards will hopefully increase.

Enrollment in the Forestry transfer option is expected to increase to 8-10 students per year with an average of four graduates. This departmental goal is based upon intensified efforts in recruiting (see #6 below) and an improving job market for graduates. Recreation graduates should increase to approximately five per year and stabilize due to the above noted elimination of the Recreation career program, as well as departmental plans to market and recruit more extensively in the tri-State area schools. The Biology, Chemistry, and Arts & Sciences-Sciences options should increase their awards within the next few years due to increasing enrollment levels. Chemistry now has a higher enrollment than at any other time in the past eight years. Biology shows a 36 percent increase this year over the past four years. It is difficult to predict the number of graduates in the Nursing transfer option, as this option is too new to have any graduates. The number of students who will pursue a bachelor's degree in nursing is difficult to predict, as nationwide cost containment measures will shift some health-related professionals away from hospital positions and toward home health care and out-patient positions.

3. What factors account for a loss of credits upon transfer that is above the State average?

Of the seven 1982 graduates who transferred, four students (57 percent) indicated that they lost less than seven credits. Three graduates who transferred indicated that they lost more than seven credits. These three students represent the 43 percent reflected on the PDM follow-up display.

Two of the three graduates who lost more than seven credits indicated that they were enrolled in programs at the transfer schools which were "somewhat related" to their ACC program. Depending upon the transfer program, these two graduates could have taken several courses at ACC which were not designed to meet requirements of a different program. Students are allowed flexibility in their choice of electives at ACC, some of which may not meet transfer requirements to a particular four-year program which is only "somewhat related." Students who change majors are almost certain to lose credits, and this appears to have happened with these students.

4. What factors account for a satisfaction with preparation for transfer that is below the State average?

The 1982 graduate survey is the most recently completed survey. This survey covered graduates in Fall 1981, Spring 1982, and Summer 1982. There were a total of 25 Arts & Sciences graduates in this time span, of which 12 (48 percent) responded to the graduate survey. The status of the 12 respondents is noted below.

| | Graduates |
|---|---|
| Employed | 3 |
| Employed and in school | 1 |
| Unemployed, not seeking a job | 1 |
| Transferred | 7 |
| | 12 |

Of the seven graduates who transferred, six graduates indicated satisfaction with the preparation for transfer that they received at ACC (86 percent). Only one graduate who transferred indicated dissatisfaction with preparation for transfer (14 percent). This one graduate represents the 14 percent which is reflected on the PDM printout display.

Therefore, due to the PDM data being based on only one student's comment, we do not feel that these data represent overall dissatisfaction with preparation for transfer.

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The overall quality of this program and its numerous options is excellent. The academic credentials and teaching experiences of the faculty are outstanding. Most of the program options are articulated with the most popular transfer institutions. The Social Work, Psychology, and Sociology options are usually taken by students planning to transfer to FSC. Because of changes in FSC's comparable baccalaureate programs, the College will be revising these options to provide a smoother transition to FSC in these areas.

6. What action(s) does the college plan to take to address the above issues?

During the past year, Allegany Community College has placed special emphasis on actions which will improve transfer satisfaction and minimal loss of credits for students. A special college committee was appointed by the President to study the transfer, advising, and articulation functions as they currently exist, and to make recommendations which will improve and strengthen these activities in the future. A commitment has been made to devote college resources to designing and implementing a stronger advising system, to developing more articulation agreements with four-year schools, and to assuring that students can make a smoother transition from ACC to their chosen four-year school.

Shortcomings in the advising system have resulted in some of the loss of credits upon transfer, as well as some of the transfer dissatisfaction experienced by students. For example, students often transfer without first receiving an AA degree. Many of these transfer students are within a few credits (less than ten) of having an AA degree. The credits needed for the AA degree will, in most cases, be taken at the transfer institution. Students (and sometimes advisors) are often unaware that credits may be transferred back from the four-year school to ACC, and the AA degree can then be awarded. By better training of advisors, the College can improve tracking of non-completers and award degrees to those who have already transferred.

ACC has also reactivated the College Marketing Committee. One of the issues that this committee is addressing is how to increase enrollment and graduates in all of the transfer programs. In addition, ACC has been making a special effort to emphasize with the high school guidance counselors the need for students to have a solid math and science background in high school. Many of these transfer options have vigorous math and/or science requirements.. Students planning to enroll in the Arts and Sciences program should take the maximum number of math and/or science courses available at the high school level.

Recruiting in Recreation and Forestry is being intensified by the involvement of the respective faculties in direct recruiting. The efforts of these faculty are supplementing the ongoing recruiting efforts of Student Services personnel. In the Psychology, Sociology, and Social Work options, the College is planning to begin offering some required courses every 4-5 years on a rotating basis, to allow part-time students a better opportunity to take all of the required courses and graduate, rather than transferring without first obtaining an AA.

ACC has also developed a curriculum called University Studies, which allows a student to develop his/her own course of study to parallel the first two years of the bachelors program the student has selected. The student must first select the four-year institution to which he/she plans to transfer, as well as the bachelors degree he/she desires to obtain. The student will be awarded an AA degree if he/she completes at least 60 credit hours, with no less than 15 hours distributed among the humanities, natural sciences/math, and social sciences. The introduction of this curriculum will encourage enrollment of transfer students, as well as encourage transfer students to remain at ACC until a degree is earned and awarded.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Allegany Community College

PROGRAM TITLE: Engineering Transfer

PROGRAM HEGIS NUMBER: 4940-01 LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

   Engineering Transfer is a relatively small program. Five students graduated from this program in FY 1982 and another five students graduated in FY 1983. Because the ACC Engineering program is geared toward transfer, most of the students from this program do transfer and leave the area for additional schooling. Also, employment opportunities for Engineering graduates are minimal in the area, and the majority of these students leave the area to find employment. For these reasons, it is difficult to track former Engineering students.

   The College did receive 1980 Entrant Survey information on three Engineering students. Two of these students are attending a transfer institution in a related program of study. The other student is currently employed in an unrelated field.

   Three of the five 1982 graduates are currently attending four-year transfer schools in a related program of study. Current information is not available on the other two 1982 Engineering graduates.

2. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

   The quality of the program is considered to be good. The program includes all basic transfer courses in mathematics, physics, chemistry, English, mechanics/statics and dynamics, strength of materials and engineering graphics. These courses are accepted by the University of Maryland through an articulation agreement, and also by other four-year schools such as the Pennsylvania State University, West Virginia University, Virginia Polytechnical Institute, and Fairmont State College. The majority of ACC's engineering curriculum courses are accepted by most colleges and universities around the country. However, the existing curriculum requires revision and some minor changes toward which efforts are currently being directed. (See response #5 below.)

   Our staff is very well qualified. Faculty are dedicated and committed. Many courses are taught in the evening by engineers employed in the field.

3. Does the engineering transfer program at the college require courses not generally needed for the bachelor's engineering degree? If yes, list the courses. What consideration has the college given to changing the curriculum so that all AA course requirements would be applicable to the B.S.?

Allegany Community College's Engineering program does not require courses not generally needed for the bachelor's engineering degree. ACC does offer several optional courses which are transferable to many four-year institutions. When deciding upon electives, students are encouraged to work with their academic advisors to make sure electives transfer to the four-year institution of their choice.

4. Of those students in good standing in the college's engineering transfer program in 1982-83, approximately how many were denied transfer into the University of Maryland's B.S. engineering program in Fall 1983? Were these students successful in transferring to other institutions in Maryland or out-of-state?

No Allegany Community College Engineering Transfer student in good standing was denied transfer to the University of Maryland's B.S. Engineering program in the Fall of 1983. Students have been successful in transferring to institutions in Maryland and out-of-state because of good articulation efforts.

5. What action(s) does the college plan to take to address the above issues?

Although ACC feels it has a good Engineering Transfer program which articulates well with bachelor's degree engineering programs at four-year institutions, the College is in the process of revising the current engineering curriculum. This revised program of study is expected to be approved during the Fall 1984 semester for implementation in Fall 1985. The purpose of this curriculum revision is twofold:

a. Engineering programs at four-year transfer schools are undergoing changes and ACC is updating its curriculum to stay in step with the new four-year school requirements.

b. ACC is reducing the number of program options within the Engineering program, but is giving students more flexibility within each remaining option to better meet the exact requirements of the transfer school of the student's choice. This flexibility enables the College to meet individual student needs and at the same time adapt to program changes at in-state and out-of-state transfer institutions.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The College should review the recommendations made in the statewide evaluation of Engineering Transfer programs, and implement those recommendations it deems appropriate for its program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Allegany Community College

PROGRAM TITLE: Dental Assisting

PROGRAM HEGIS NUMBER: 5202-01 LEVEL OF AWARD: Certificate

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

The Program Data Monitoring Evaluation Request for 1984 is based on information presented by the College for the year 1982-83. Examination of the following table indicates that Fall enrollment was the lowest in FY 81 and FY 83. This has severely impacted the financial costs of the discipline as well as impacted the number of respondents to institutional surveys.

PROGRAM ENROLLMENT

| Fall Semester | # of Students | Credit Hour Cost |
|---|---|---|
| 1976 | 30 | |
| 1977 | 32 | |
| 1978 | 26 | |
| 1979 | 19 | 169 |
| 1980 | 13 | 305 |
| 1981 | 20 | 144 |
| 1982 | 14 | 198 |
| 1983 | 21 | 145 projected |
| 1984 | 18 | |

In response to the 1984 Evaluation request, the College surveyed 15 graduates by telephone this Fall utilizing the standard college form. Respondents represented the classes of 1982 (two respondents), 1983 (three respondents), and 1984 (ten respondents). Findings of the survey are summarized in the following table.

CURRENT STATUS OF GRADUATE RESPONDENTS

| Response | Number | Percent |
|---|---|---|
| In school | 4 | 27 |
| Employed | 8 | 53 |
| Not employed | 2 | 13 |
| Full-time home | 0 | 0 |
| Other | 1 | 7 |
| | 15 | 100 |

These data indicate a relatively high percent of employment related to the students' career training at ACC since all employed graduates are working in a field related to their ACC training. However, of the two surveyed students who were not employed, both are actively seeking employment.

At the Fall 1984 meeting, the Dental Programs Advisory Council discussed dental assisting employment opportunities and generally agreed that the supply of graduates barely meets the local dental manpower needs.

2. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

Students enrolling in the ACC Dental Assisting Program are drawn from three geographic locations: (1) in-county, (2) out-of-county, and (3) out-of-state. The Advisory Council has attempted to solicit membership from representative organizations both in Washington County and Pennsylvania, but by and large, the time and distance has limited their active participation. West Virginia is represented by the Public Health Facility in Martinsburg. Generally, the Advisory Council represents Allegany-Garrett County interests.

Contacts with prospective and active employers have been excellent; Dental programs at ACC conduct a dental manpower service for local dentists and actively aid in recruiting for interested dentists. Job opportunities have become available each year so that almost all of the graduates remaining locally have been offered jobs. The remuneration scale for rural, economically-depressed, appalachian Allegany County has continued to remain low. Some students have chosen other higher-paying jobs in unrelated fields, but the dental assisting marketplace is fluid and in the Spring of each year, beginning wages rise as the availability of assistants wanes. According to Advisory Council discussion, employment needs in the area are met by the program.

In the Spring of 1981 and throughout all of 1982, the Advisory Committee cooperated in upgrading, restructuring and evaluating the Dental Assisting curriculum. The culmination of these efforts was a continuing full-accreditation by the American Dental Association. During this time, the Advisory Council met twice each year specifically to review Dental Assisting. Presently, the Council meets in the Fall of each year to review Dental Assisting.

Of the 17 council members, nine have employed dental assisting graduates:

COUNCIL MEMBERS

| | |
|---|---|
| VA Hospital | 1 |
| Private Practice | 5 |
| Health Department | 2 |
| ACC | 5 (counted as one employer) |
| | 9 |

3. What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?

See #4 below.

4. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

DISCIPLINE COST PER CREDIT HOUR

| | FY 80 | FY 81 | FY 82 | FY 83 | FY 84 |
|---|---|---|---|---|---|
| Statewide | 128 | 139 | 142 | 161 | N/A |
| ACC | 169 | 305 | 144 | 198 | 146* |

* based on current data submitted to the State Board for Community Colleges: Discipline cost: $83,051.22; Credit hours: 568; Discipline cost per credit hour: $146.

Information for the 1984 PDM request was based on FY 1983 data. Examination of enrollment data for that year indicates that enrollment was low (14 students), and the same was true in FY 81. Coupled with fixed costs, both of these fiscal years demonstrated a high discipline cost. Both the department and the college responded to the problems.

As stated in the SBCC Program Evaluation Report of 1981, high program cost has been related to declining enrollment, a disproportionate percentage of administrative costs, the lack of a budgeted maintenance/repair account, and a contingency dental programs account.

In the last several years, the College has corrected the deficiencies that were noted in the 1981 report, specifically in regard to accounting practices. Administrative costs are now reported consistent with dental assisting expenditures, and funds are provided for contingencies and maintenance/repair. The success of these efforts is evident in FY 83. With another low enrollment year (14 students), the credit hour costs were substantially lower than the FY 81 costs ($305 vs. $198). However, costs were still high.

In addition to the reasons addressed above, the following factors continue to influence the high cost per credit hour in the Dental Assisting program:

(1) accreditation standards for faculty-student ratio in dental clinics; and

(2) the fact that many contact credit hours are not "counted" in calculating FTEs and costs per FTE -- i.e., many contact hours are generated in this program which are not reflected in the relatively few number of associated credit hours, thus making the denominator in the cost per credit hour calculation misleading -- smaller than reality.

At this time, only two choices remain to reduce costs further: either enroll more students or reduce overhead. In the Summer of 1983, difficult as it always is, one full-time equivalent staff person was "retrenched" and the coordinator of dental assisting strongly emphasized recruiting/marketing to increase enrollment. All budgetary costs were reevaluated in line with enrollment projections and monitoring of costs was emphasized.

The projected figures for FY 84 indicate that the College has responded to the problem and is currently tracking a favorable discipline cost. However, recognizing that the institution has cut all possible costs without dropping the program, recruiting has become the main focus of maintaining a reasonable discipline cost.

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The following is a summary of graduate responses regarding satisfaction with the quality of instruction and the preparation for employment received in the Dental Assisting program.

| QUALITY OF INSTRUCTION | Number | Percent |
|---|---|---|
| Extremely satisfied | 7 | 47 |
| Satisfied | 8 | 53 |
| Unsatisfied | 0 | 0 |
| | 15 | 100% |

| EMPLOYMENT PREPARATION | | |
|---|---|---|
| Extremely satisfied | 7 | 47 |
| Satisfied | 7 | 47 |
| Unsatisfied | 0 | 0 |
| Not applicable | 1 | 7 |
| | 15 | 100% |

Responses to both questions indicate that the graduates have been either extremely satisfied or satisfied with their educational experiences. The Advisory Committee, at its Fall 1984 meeting, endorsed the program as excellent and serving the needs of the dental community. ACC graduates taking National Certifying Exams in Dental Assisting have consistently performed in the top 20 percent of the country as indicated by the individual institutional report generated each year by the certifying board. The College does plan to survey area employers in the near future to determine program quality. The College strongly believes that the quality of the Dental Assisting program is excellent.

6.. What action(s) does the college plan to take to address the above issues?

The Dental Programs Advisory Council has suggested that the number of Dental Assisting graduates barely meets the need for dental assistants. Thus, marketing/recruiting becomes more important both to serve the professional dental community and Allegany County and to contain costs. Referral sources are currently being computerized for better management of recruiting. In fact, this year's budget request includes the purchase of a departmental computer. Accurate accounting and efficient operations have been accomplished; the solution and goal is to increase market share in a declining market.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Allegany Community College

PROGRAM TITLE: Early Childhood Development

PROGRAM HEGIS NUMBER: 5503-01 LEVEL OF AWARD: AA

1. What factors account for the low number of awards in this program?

Numerous factors are responsible for the low number of graduates from the Early Childhood Development (ECD) program. The most significant are:

1. the ECD program is just entering the third year of full-time study
2. Limited visibility of the program
3. Attrition due to unemployment, health handicaps, financial difficulties
4. Most of the original students enrolled on a part-time basis

2. What does the college consider to be a minimum number of awards for a successful program?

Currently the goal is to graduate ten sophomores during an academic year. Within the next three years, the number of awards will hopefully increase to 15 per year and 20 in the next five years.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

The need in Allegany County for people trained as paraprofessionals in Early Childhood Education is projected as follows:

a. County Board of Education. A 20 percent turnover in aides annually would place the public school need at approximately eight per year (20 percent x 40) per County Board of Education data.

b. Human Resources Development Commission. This Commission operates the County's six Head Start preschool centers. It employs seven teachers, ten assistant teachers, and five parent workers. The Director projects at least one opening annually for an assistant teacher.

c. Western Maryland II - renamed Brandenberg Center. This is a community-based residential facility for retarded children. These children receive educational services in the community; however, the facility employs approximately 20 paraprofessionals to provide round-the-clock services to the children. Turnover here would indicate approximately two openings annually.

d. Community agencies such as Goodwill, Friends Aware, and Workshop for the Blind represent potential employers for the two-year AA program. It is difficult to project the potential employment opportunities in these agencies.

e. Pied Piper and Humpty Dumpty preschool programs are private and serve both handicapped and nonhandicapped students. In addition, Humpty Dumpty has started a small day care program. Pied Piper has hired four teaching assistants during the past six months. Humpty Dumpty has hired two teaching assistants. It appears that three positions should open annually.

f. Church-operated day care programs are another source of potential jobs for graduates of this program. The number of annual openings appears to have remained stable during the past several years. These programs are too small and too numerous to assess accurately. It can be expected that Garrett County will also look to ACC graduates to fill their aide positions. Its attention to our program is evidenced by the fact that one of our ECD faculty members provided in-service training (through Garrett Community College) for aides employed in Garrett County.

4.. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program is excellent and has been designed to meet the needs of students seeking a career in child care. The range of courses and skills taught are extensive and prepare the student for a wide variety of job opportunities such as a classroom aide, nursery school teacher, and day care operator. The majority of graduates have been able to seek employment in child care. Approximately 20 percent of the College's current students are working in day care centers, operating play groups, and holding positions as teachers and assistant teachers in Head Start Centers and related facilities.

5. What action(s) does the college plan to take to address the above issues?

a. Increased visibility. The ECD curriculum will become more visible to students and area residents via the newspaper, television, and radio. In addition, a letter is being sent to all pre-health but undeclared majors advising students of the program and all that it offers. Finally, an open house will be held in the Fall and Spring semesters.

b. Increased recruiting. The ECD department is now working with the ACC Admissions Office, as well as the Department of Social Services, to expedite recruitment and increase enrollment. Recruitment will be done at area high schools and preschools wishing to further train their staff.

c. Increased coordination with high school Admissions Offices. Visits will be made to area high school admissions officials to facilitate earlier and more effective recruiting.

d. Increased coordination with the Department of Social Services. ACC personnel will be working with a representative of the Department of Social Services to expedite recruitment of day care mothers in the Cumberland area.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Engineering Transfer

PROGRAM HEGIS NUMBER: 4940-01 LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Fall enrollments for 1984 increased slightly from Fall 1983. The number of full-time students declined, while the number of part-time students increased. The number of awards for last year was the highest ever recorded for the program. The following data is submitted to help draw conclusions about the program:

| Fall Enrollments | 1981 | 1982 | 1983 | 1984 |
|---|---|---|---|---|
| Full-Time | 121 | 138 | 153 | 123 |
| Part-Time | 142 | 168 | 180 | 214 |
| Total Headcount | 263 | 306 | 333 | 337 |
| Awards: | | | | |
| Associate Degrees | 6 | 4 | 10 | 16 |
| Percent Full-Time | 46% | 45% | 46% | 37% |
| FT Enr-to-Awarded Ratio | 4:1 | 7:1 | 6:1 | 4:1 |

Additional data were obtained for students not currently enrolled from questionnaires and telephone surveys.

| | Number | Percent |
|---|---|---|
| Number of Respondents | 18 | |
| Transferred | 7 | 39% |
| Percentages Below Apply To Students Who Transferred | | |
| Lost 7 Credits in Transfer | 5 | 71 |
| Grade Point Avg Above 3.0 at Transfer Institution | 4 | 57 |
| Relationship of Community College Program to Transfer Program | | |
| Directly Related | 7 | 100 |
| Somewhat Related | 0 | |
| Not Related | 0 | |
| Satisfaction with Transfer Preparation | | |
| Extremely Satisfied | 3 | 43 |
| Satisfied | 4 | 57 |
| Unsatisfied | 0 | |
| Achieved Personal Goal | 7 | 100 |
| Satisfied with Instruction in Program | 7 | 100 |

2. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the Engineering Transfer program is considered excellent. Conscientious efforts have been made to insure a high quality program. Standards maintained in the engineering courses are equal to or above that which are required at UMCP. Rigid standards have been partly responsible for declining enrollments in certain courses. Courses in Thermodynamics, Circuit Analysis and Mechanics of Materials are usually taught by professors from the United States Naval Academy. Comments from these professors are very favorable regarding course content and the students at Anne Arundel. A recent Thermodynamics course instructor (Ph.D. from USNA) commented that he was able to cover more subject material than in the comparable course at the USNA or what was included in the UMCP course outline. AACC is also fortunate in having excellent Mathematics and Physics Departments.

3. Does the engineering transfer program at the college require courses not generally needed for the bachelor's engineering degree? If yes, list the courses. What consideration has the college given to changing the curriculum so that all AA course requirements would be applicable to the B.S.?

Anne Arundel's program is designed to allow the students maximum transfer of credits to UMCP or UMBC. Courses required by AACC which do not transfer to UMCP are:

| | |
|---|---|
| ENG 112, Composition and Literature II | 3 credits |
| PHE, Physical Activities I, II | 2 credits |

Students also lose one credit of math (AACC MAT 212, Differential Equations is four credits, while UMCP MAT 246 is only three credits). Another one-credit loss occurs with physics (AACC PHY 211, General Physics I is a four credit course while UMCP PHY 161 is a three credit course).

Prior to 1982, four semesters of English were required for Engineering students, two of which would not transfer to UMCP. A proposal by the Engineering Division to reduce the English requirement to two semesters was amended by the Faculty Educational Policies and Curriculum Committee to three semesters. Next year the Engineering Division will again attempt to reduce the English requirements to allow maximum transfer of credits.

4. Of those students in good standing in the college's engineering transfer program in 1982-83, approximately how many were denied transfer into the University of Maryland's B.S. engineering program in Fall 1983? Were these students successful in transferring to other institutions in Maryland or out-of-state?

Data is unavailable on this question at this time. However, a survey of the 119 students currently enrolled in Anne Arundel's Engineering Transfer program with 20 or more earned credits indicates the following grade point averages:

| GPA | # Students | Percent |
|---|---|---|
| 3.5 + | 12 | 10.0% |
| 3.0-3.49 | 26 | 21.9 |
| 2.5-2.99 | 32 | 26.9 |
| 2.0-2.49 | 35 | 29.4 |
| 1.5-1.99 | 9 | 7.6 |
| 1.49 or less | 5 | 4.2 |
| | 119 | 100.0% |

Current transfer admission criteria at both UMCP and UMBC are such that only 38 of these 119 students (33 percent) would be allowed to transfer. Sixty-seven students in "good standing" (i.e., GPA above 2.0) would be denied transfer at in-state public institutions. The result is that students with GPA's above 2.5 and below 3.0 are encouraged to consider out-of-state opportunities for continuing their engineering education. In the past, Anne Arundel students have transferred to George Washington University, Georgia Tech, Virginia Polytechnical Institute, and many other good engineering schools; but these are also becoming more competitive.

5. What action(s) does the college plan to take to address the above issues?

Many actions have already been initiated to address the above issues. Student questionnaires are being revised to assess students' progress and educational goals while they are attending the community college. Graduate follow-up studies will continue, but follow-up studies from non-graduates will provide data more useful in evaluating the program. Continued analysis is planned of AACC students now attending UMCP. Currently, the data do not allow community colleges to track individual students. Requests have been made to the University to include the student's social security number in the data so that a direct follow-up can be done.

University of Maryland course outlines have been reviewed in all engineering courses to insure that courses offered at Anne Arundel are covering the same content. The curriculum is constantly being evaluated to make certain it maintains its high quality.

A proposal is being prepared for the Faculty Educational Policies and Curriculum Committee to reduce the English requirements to one semester of freshman English and one semester of English Literature. Both of these courses would transfer to the UMCP Engineering program.

Increased counseling has been initiated in the Introduction to Engineering Science course to make students aware of the engineering transfer situation in Maryland. The College does not plan to lower its own standards to increase student GPAs. However, it is a tragic situation when a student completes a very difficult curriculum with a 2.8 GPA for example and then is denied transfer to the state university. This is especially painful when one considers that there are no other public state universities with engineering programs. Hopefully, the State will remedy this situation.

Surveys also indicate that approximately 85 percent of the Engineering students are not interested in the Associate in Arts degree as they have enrolled to complete slected courses and do not intend to "graduate" from the community college. They are enrolled to prepare for transfer to a four-year institution and are interested in the bachelor's degree. Thus, the transfer program should not be evaluated by the number of "awards" but, rather, on how well it prepares students for the four-year university and how many students actually are successful in their transfer. The Engineering Transfer program at AACC will probably see declining student enrollments in the future due to a declining high school population and an improving economy, but will continue to serve the vital basic high-tech needs of the citizens of Anne Arundel County.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The College should review the recommendations made in the statewide evaluation of Engineering Transfer programs, and implement those recommendations it deems appropriate for its program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Retail Management

PROGRAM HEGIS NUMBER: 5004-08 LEVEL OF AWARD: Certificate/AA

1. What factors account for the declining enrollment in this program?

Declining enrollments in the Retail Management program over the last six years seem to be the result of three factors: (1) Students desire the broader and more flexible programs provided by Business Management and General Studies rather than the highly structured Retail Management curriculum; (2) Students in the Retail Management curriculum are qualified and become employed prior to completing the program; and (3) The declining number of juniors and seniors in the county's Distributive Education programs who traditionally enroll in our Retail Management curriculum.

Anne Arundel Community College implemented the Business Management degree and certificate programs in the Fall 1979 semester. These programs were designed with more flexibility to enable students to select an appropriate mix of business, social science, and general academic electives for specialization in one or several area(s) of business. The headcount enrollment has increased from 419 in Fall 1980 to 1,005 in Fall 1984. This represents a 139 percent increase in headcount enrollment for the Business Management programs.

In addition, the General Studies program at Anne Arundel Community College has demonstrated a significant increase in enrollment. The headcount enrollment has increased from 1,188 in Fall 1977 to 1,500 in Fall 1984 which represents a 26 percent growth.

Historically, students in the Retail Management program transfer in greater proportions than all careers students at Anne Arundel Community College. This trend, together with the increased enrollment in the Business Management and General Studies programs, seems to indicate that students are interested in a broad program of studies rather than an in-depth specialization such as the Retail Management program. The flexibility provided by the Business Management and General Studies programs enables students to explore several areas of interest, to develop a tailored program of study that prepares for career advancement or professional development with their current employer, or to develop a combined career/transfer program which provides options for employment and further education in the future.

Another factor is suggested by officials from the Anne Arundel County public school system. The number of juniors and seniors in the county's Distributive Education programs has declined. This has certainly had an effect on the enrollment in the Retail Management program which is primarily a day program associated with the traditional student who is attending college right after high school. The number of juniors and seniors in the Anne Arundel County/Retailing or Distributive Education Programs by year has been:

| 1981 | 1982 | 1983 | 1984 |
|---|---|---|---|
| 419 | 315 | 320 | 357 |

2. At what level does the college expect the enrollment to stabilize?

The full-time equivalent (FTE) enrollment for the Retail Management courses was 24.3 for FY 1983 and 24.8 for FY 1984. The headcount enrollments in the Retail Management programs for Fall 1982, Fall 1983, and Fall 1984 were 79, 64, and 68 respectively.

The data for FTE and headcount indicate that the enrollment in retail management has stabilized.

3. What does the college consider to be a minimum number of awards for a successful program?

At Anne Arundel Community College, the staff believes that an educated citizenry is the community's most valued asset and that education is a lifelong process that should touch the lives of all citizens. In keeping with the mission, philosophy, and institutional goals of the College, as stated on page 3 of the 1984-85 Catalog, the College does not focus on a minimum number of awards in measuring the success of a program. Instead, the College examines the number of students enrolled, appreciating that students come to the College with a variety of goals such as updating knowledge, preparing for jobs which may not require a completed certificate or associate degree, or enhancing their own knowledge.

Therefore, the College focuses on the number of students served while also monitoring particular programs for cost effectiveness. Though students might not complete an entire program, as long as the program is cost effective and is of interest to a number of students as demonstrated by enrollments, then the program is considered successful.

4. What factors account for an enrollment-to-awards ratio that is more than twice the State average?

Since 1980, there has been a high demand for employment in retailing. Consequently, many of the students in the Retail Management program obtained full-time employment prior to graduation and have not returned to complete their program of studies.

The Retail Management certificate program implemented in the Fall 1982 semester will enable more students to receive an award in retailing. In fact, the 1984 enrollment-to-awards ratio is the same as the State average. The full-time enrollment in Fall 1982 was 30. In 1984, there were four certificates and 12 associate degrees awarded in Retail Management at Anne Arundel Community College. Therefore, the 1984 enrollment-to-awards ratio is 1:1 as computed by the SBCC Program Data Monitoring formula.

5. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

A summary of the additional surveys conducted by telephone provides the following information.

| | Graduates | | Entrants | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Number of Respondents | 10 | | 28 | |
| Full-Time Job, Directly Related | 4 | 40% | 5 | 18% |
| Full-Time Job, Somewhat Related | 5 | 50 | 2 | 7 |
| Full-Time Job, Not Related | 0 | 0 | 1 | 4 |
| Part-Time Job | 0 | 0 | 3 | 11 |
| Part-Time Job, Related to Retailing | 1 | 10 | 17 | 60 |
| Transferred, Not Employed | 0 | 0 | 0 | 0 |
| Seeking Work, Not Employed | 0 | 0 | 0 | 0 |
| Military, Home Respon, Other | 0 | 0 | 0 | |
| Total | 10 | 100% | 28 | 100% |
| Transferred, Regardless of Employment | 0 | 0 | | |
| Achieved Personal Goal | 9 | 90 | | |
| Satisfied with Instructor in Program | 10 | 100 | 25 | 89 |
| Began New Job After College | 7 | 70 | | |
| Satisfied with Employment Prep | 10 | 100 | | |

6. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

Contacts with Employers

The Retail Management faculty have had a close working relationship with Anne Arundel County retailers since the inception of the program. Each student is required to complete two courses in different semesters which involve a cooperative work experience in retail employment. The employer is required to evaluate the student-employee for each of these courses based on a list of specific objectives.

Coordinating these work experiences with the classroom has resulted in a strong relationship with the County's employers in retailing and has provided an excellent educational experience for students. Since 1979, there have been 251 students enrolled in the cooperative retail work experience courses with 188 employers.

In 1984, eight requests for our retailing students went unfilled. In addition, 61 retailing students were directly employed as a result of the program. Owners, managers, and department heads from retailing institutions in Anne Arundel County frequently serve as guest speakers, assist with field trips, judge retailing competitions among students at the College, and serve on the Retail Advisory Board.

Program Advisory Committee

The Retail Management Advisory Committee meets twice a year. At the last meeting on November 19, 1984, the Committee made the following suggestions for topics that should be taught:

a. How to start your own retail business
b. How to purchase retail advertising effectively
c. How to analyze financial statements and reports
d. How to interview for a job

7. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

Of the seven actions that were identified for implementation in the last qualitative evaluation, five were completed, one could not be funded, and one could not be implemented. Each of the completed actions has benefited the Retail Management program though the positive effect of these actions cannot be quantified.

a. Five course changes have been completed in response to the recommendations of the Retail Management Advisory Committee and the feedback from retail management graduates.

1. Developed a new course: Principles of Retailing.

2. Developed a new course: Retail Record Keeping.

3. Changed the course title of Retail Merchandising to Visual Merchandising.

4. Changed the course title of Principles of Salesmanship to Salesmanship and Sales Training.

5. Changed the course title of Retail Seminar to Retail Management.

b. A 15 hour Retail Management Certificate program was implemented in the Fall 1982 semester. This certificate program was included with Retail Management rather than Business Management, in an effort to strengthen Retailing enrollments and awards.

c. Recruiting efforts in the County high schools have been increased. Faculty are visiting the distributive education classes in the high schools as guest speakers. In January 1985, Distributive Education high school competitions for the County were held at the College.

d. Though previous efforts have not been successful, three retail management courses are being offered in the evening during the Spring 1985 semester. Two of these courses are being offered in the Glen Burnie area and one at the main campus. Another retailing course is being offered on Saturday.

e. Efforts to offer credit courses in the County retail malls have not been successful. Employers located in the malls want short specialized courses of 20 hours or less rather than a formal course offering. The Continuing Education Division will initiate these offerings.

f. Due to the College budget constraints, faculty have not been able to attend retail related conferences. The College has not been able to support this type of professional growth and development for faculty and programs.

g. The College has funded membership in the National Retail Merchants Association each year which enables faculty to be current on trends in retailing.

8. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the Retail Management program is excellent as determined from student follow-up studies and faculty qualifications through education and experience. The enrollment problems over the last six years seem to be the result of three factors: (1) Students desire the broader and more flexible programs provided by Business Management and General Studies rather than the highly structured Retail Management curriculum; (2) Students in the Retail Management curriculum are qualified and become employed prior to completing the program; and (3) The declining number of high school juniors and seniors in the county's Distributive Education program who traditionally enroll in the Retail Management curriculum.

9. What action(s) does the college plan to take to address the above issues?

a. Continue the recruitment efforts in the County high schools, including the development of an articulation agreement between the County public schools and the College.

b. Continue efforts to offer more Retailing courses in the evening.

c. Continue to monitor the enrollments in the Retail Management programs. As indicated in this report, the enrollment seems to have stabilized at a satisfactory level, and the program is cost effective for the College. Should there be a future decline in enrollment, the Retail Management programs could be discontinued with the more successful retailing courses restructured as an option to the Business Management program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Architectural Technology

PROGRAM HEGIS NUMBER: 5304-01 LEVEL OF AWARD: AA

1. What does the college consider to be a minimum number of awards for a successful program?

The success of a program should not necessarily be determined by the number of "awards" generated. The success of a program should be evaluated on the number of students enrolled, the number of students achieving their educational goals, and their success in the employment market after their educational goals have been achieved. The number of awards could have little bearing on the success of a program. Nevertheless, the college does encourage students to complete their associate degree; a FT ENR-TO-AWARD ratio of 4:1 seems reasonable for the Architectural Technology program.

2. What factors account for an enrollment-to-awards ratio that is more than twice the State average?

Anne Arundel Community College has a much smaller part-time enrollment than the other community colleges. This generates a higher awards ratio since part-time students are not counted in determining the enrollment part of the FT ENR-TO-AWARD ratio, but are counted in the number of awards. AACC also had a very small second-year program last year which generated a small number of graduates. The FT ENR-TO-AWARD ratio for 1984 has improved to 4:1.

3. What factors account for the low placement of students in full-time jobs related to their field of training?

The 1982 graduate follow-up survey, with seven graduates responding, indicated that two of the seven were not employed. One is a student at Catonsville and is looking for part-time work. The other indicates that he has not looked hard enough for a job. Both indicated that they were extremely satisfied with the community college preparation for employment. Two graduates are working for the U.S. military, two transferred to four-year colleges, and the other is working in a job somewhat related to the Architectural Technology program. The Advisory Committee reports that the job market is good and getting better. Over the past year, eight students have participated in the Architectural Professional Practices (Co-op) course. Placement in this field is directly proportional to the activity in the construction industry. For the past few years the industry has been depressed, but activity now appears to be picking up.

4. For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.

The following occupational titles were listed for graduates:

1. Engineering and Computer Technician
2. Medical Technologist (U. S. Army)
3. Architectural Draftsman
4. Professional Architect

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

Contacts have been made with several architectural firms concerning the program and employment opportunities. The Program Advisory Committee has not had a formal meeting during the past year, but members have been consulted on several program changes. A new course, History of Western Architecture, has been approved for academic year 1985-86. The course is currently being evaluated for transfer to UMCP. Advisory committee members have recommended this course and also recommend strengthening the Materials and Methods courses. They also suggested a Computer-Aided Drafting course. These changes have been approved by the Faculty Educational Policies and Curriculum Committee. All members of the Program Advisory Committee are from organizations that employ graduates of the program.

6. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

The Architectural Technology program is constantly being evaluated by the faculty and reviewed by the Advisory Committee. Two major revisions have been made in the program over the past four years. In 1981, courses in computer programming, mechanical and electrical systems, construction management, and an architecture practicum were introduced into the curriculum. In 1983, a new faculty coordinator took over the program, and he has conscientiously evaluated the program in terms of student needs and educational goals. Although this is designed as a career program, most of the students who complete the program plan continue their education to become professional architects. The program does not "fit" well with the UMCP College of Architecture program as the UMCP program does not start architectural drawing courses until a student's junior year. Students have transferred to the Catholic University, University of Cincinnati and VPI with little loss of credit. The program has undergone a major revision this year to make it more transferrable to UMCP, with the introduction of a course in the History of Western Architecture.

Despite the poor economy, enrollments have held up well and are showing increases for this Fall.

| | 1980 | 1981 | 1982 | 1983 | 1984 |
|---|---|---|---|---|---|
| Fall Enrollments | | | | | |
| Full-time | 41 | 47 | 45 | 49 | 73 |
| Part-time | 66 | 74 | 66 | 58 | 49 |
| Total | 107 | 121 | 111 | 107 | 122 |
| Awards | | | | | |
| AA | 8 | 6 | 10 | 4 | 5 |
| Percent FT | 38% | 39% | 41% | 46% | 40% |
| FT ENR-TO-AWARD RATIO | 2:1 | 4:1 | 2:1 | 6:1 | 4:1 |

Full-time enrollments are at an all-time high and the quality of the students is exceptional. The program is extremely time-demanding for the students; and unless they are committed to architecture, they will not complete the program. Many students complete one year of the program and find their skills make them employable as architectural or construction draftsmen.

7. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The program is excellent and getting better. Students have been referred to AACC by architectural firms, and several students from South America have enrolled in the program. A recent graduate was selected as the outstanding architecture student at the Catholic University. The College also has received a letter from the University of Cincinnati commending the program for the excellent preparation given students.

8. What action(s) does the college plan to take to address the above issues?

Actions have been outlined above. The College plans to increase recruiting in public high schools and hold career seminars to make the program more visible in the community.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Mechanics Engineering Technology

PROGRAM HEGIS NUMBER: 5315-01 LEVEL OF AWARD: Certificate/AA

1. What factors account for the declining enrollment in this program?

The College has been greatly concerned about enrollment in the Mechanical Engineering Technology (MET) program. The coordinator for the program left the College in 1980 for a one year sabbatical and decided not to return. A new coordinator was appointed in 1981 and remains in that capacity today. A study was initiated to evaluate the curriculum and its relevance to Anne Arundel County. An Advisory Committee was formed, and special assistance was requested from the Society of Manufacturing Engineers for their recommendations.

Headcount and full-time equivalent enrollment over the past five years has actually increased by more than 35 percent:

Headcount (Unduplicated) and FTE by Fiscal Year

| | 1980 | 1981 | 1982 | 1983 | 1984 |
|---|---|---|---|---|---|
| Headcount | 79 | 80 | 134 | 139 | 107 |
| FTE | 29.20 | 25.53 | 46.73 | 56.01 | 40.31 |

Even with the increase in enrollment, the program is not large. The industrial complex in Anne Arundel County is not a predominately manufacturing or research and development hardware-oriented community. Yet, recent studies indicate that manufacturing will be one of the three largest growth areas in the County over the next ten years. The large increases in enrollment during the 1982-83 period reflect the poor economy, increased emphasis on recruiting, and the development of an active apprenticeship program for machine technicians.

A student survey, conducted in the Fall of 1982 indicated that 45 percent of the MET students were taking a few courses to improve their employment potential. Less than 35 percent of the students were interested in obtaining either a certificate or an associate degree. As these students complete their "few courses," they drop out of the program.

Program enrollment also drops when the economy improves. More prospective students enter the job market rather than attend school. The entire issue of enrollment and curriculum pertinency is addressed later in this evaluation.

2. At what level does the college expect the enrollment to stabilize?

The College hopes for an increase in enrollment once the new curriculum changes have been instituted and publicized. With the active support of the Advisory Committee and the Society of Manufacturing Engineers, the College expects the enrollment to stabilize at about 125 students.

3. What factors account for the low number of awards in this program?

From the survey of students taken in 1983, less than 40 percent of the MET students indicated an associate degree or certificate was an educational goal. Most of the students were already employed (81 percent), and more than 45 percent indicated that they were only interested in taking a few courses. In Anne Arundel County, the Mechanical Engineering Technology Associate Degree has not yet achieved the same industrial recognition as that achieved by the Electrical Engineering Technology Associate Degree. Hence, the students are not highly motivated to obtain a degree. With the changes being made in the program, it is the College's hope and intent that there will be more of an incentive for students to obtain a degree.

4. What does the college consider to be a minimum number of awards for a successful program?

The success of a career program such as MET should not be measured by the number of awards, but rather by the number of students achieving their personal educational goals. We hope that at least 50 percent of the full-time students will receive an award while achieving their educational goals.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

Frequent contacts have been made with members of the Society of Manufacturing Engineers (SME) during the past two years. The division chair and the MET department coordinator have met with the Executive Board of the Baltimore Chapter of SME seeking their support. The SME has appointed an Executive Committee to help evaluate the College's program and make recommendations. This Committee has formed the basis of an Advisory Committee and has made substantial recommendations for changes. Members of SME represent organizations that will employ graduates of the revised program.

6. What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?

Any career program with low enrollment is going to experience high discipline costs. The College has one full-time professor and the equivalent of a half-time lab technician assigned to the program. Operational costs are held to a minimum and barely allow the program to sustain itself. Unit costs can only be decreased by increasing the enrollment.

7. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

A comprehensive qualitative evaluation was conducted in 1979 in response to the SBCC request for evaluation. Changes were made in sequence of scheduling courses, advising procedures were improved, and efforts were increased to publicize the program. Curriculum enrollment increased by more than 35 percent over the next five years. The unfortunate departure of the program coordinator in 1980 left the program in limbo for a year; but with the appointment of a new coordinator in 1981, enrollment has increased substantially. The coordinator initiated his own evaluation of the program which has led to the extensive curriculum modification scheduled to start during the Fall 1985 semester.

8. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The program has always been highly satisfactory in regard to quality; however, the curriculum has been somewhat misdirected. With more emphasis on the manufacturing aspects of mechanical engineering technology, the program should be of excellent quality and, hopefully, on target for the needs in Anne Arundel County.

The College recently received a telephone call from an employer of an MET graduate. He praised the student and asked that the College send more graduates "of that mold." As local industry hires more MET graduates, it is the College's hope that word will spread about the quality people coming out of the MET program.

9. What action(s) does the college plan to take to address the above issues?

The College has already completely revised the curriculum. With the continued support of the SME and more publicity, the College hopes to improve the quality of the program and better meet the needs of the industrial community. A complete copy of the analysis and proposal for curriculum changes has been submitted to the State Board for Community Colleges.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Business

PROGRAM HEGIS NUMBER: 5004-01 LEVEL OF AWARD: Certificate/AA

1. What factors account for a goal achievement rate that is below the State average?

   Current national and local economic conditions, coupled with a depressed job market, make it very difficult for minority students to achieve what they perceive as their personal goals. The majority of students in the Business program are from a low socio-economic level and must either retain their current out-of-the field job or take one at a lower level for which they are qualified upon graduation until they build up some confidence and/or obtain a position more related to their field of study.

2. What factors account for the low placement of students in full-time jobs related to their field of training?

   Traditionally when the job market is depressed, minorities are the last to be hired and then only those showing the greatest potential.

3. For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.

   The College is unable to provide this data.

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

   The Business Department is in the process of communicating with local employers about their specific needs for employees. An Advisory Committee is currently being formed of local employers and four-year college faculty.

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

   The program quality is considered to be excellent by those employers contacted.

6. What action(s) does the college plan to take to address the above issues?

The College intends to appoint a program coordinator to help direct all of the activities necessary to support a successful program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

(1) It is critical for a college to have a clear idea of what types of jobs its students have been able to secure after graduation. That kind of data is collected regularly as part of the annual follow-up studies done statewide. The College is requested, therefore, to provide a full response to question #3 above as soon as possible, but no later than June 1, 1985.

(2) The College is asked to keep the SBCC informed of the status of the Advisory Committee for the Business program. A listing of the Committee members should be submitted by June 1, 1985.

(3) The existing quality indicators for the Business program (e.g., the percentage of students getting full-time jobs; the percentage of students achieving their personal goals) are not good. The College should submit some substantial evidence that employers consider the program to be excellent, as indicated in question #5 above, or other indicators of quality as appropriate.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Urban Traffic and Transportation

PROGRAM HEGIS NUMBER: 5309-01 LEVEL OF AWARD: Certificate/AA

1. What factors account for the low enrollment in this program?

   The majority of the students were employees of the local governments in the Metropolitan Baltimore area. They have been successfully served by the College. Through this program, 30 employees have been upgraded. Now the lack of entry-level positions, combined with lack of publicity and the tight budget, has had an impact upon this program.

2. What is the minimum number of students needed to offer a successful program?

   A minimum of 30 students in the entry-level classes is required in order to run a successful program.

3. What factors account for the declining awards in this program?

   See question #1 above.

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

   Government agencies from Baltimore City, Baltimore County, Anne Arundel County, Howard County, and Carroll County, as well as the State government, have been helpful in sending their employees to the College. The schedule(s) of specialized classes reflected the stated needs of the government agencies.

   Although no formal Advisory Committee meeting(s) were held during the past year, two of the advisory committee members from the Maryland State Highway Administration have kept in touch with College staff as part-time faculty members. They have made suggestions in providing entry-level positions. Other members of the Advisory Committee are agency/industry users of possible graduates.

5. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

In 1980-81, the program was revised from Highway Design to Urban Traffic and Transportation. Prior to this, the courses were not offered in sequence, nor was there any full-time staff member available to promote the program. Several potential part-time faculty members were suggested by the Advisory Committee. Also, due to the revision of the program, the State provided a grant to study the feasibility of offering these courses in more than one location (copies of the report have been forwarded to the SBCC).

6. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The teachers (part-time) have been well qualified, and the students have been enthusiastic. For the past two semesters, the College has offered the beginning courses, but they have been cancelled due to low enrollment.

7. What action(s) does the college plan to take to address the above issues?

a. An independent consultant has worked with the College to design "package" programs.

b. The recommendations of the Advisory Committee are being reviewed, including the possibility of discontinuing the program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

(1) The Urban Traffic and Transportation program (formerly Highway Design) was one of several programs implemented at the Harbor Campus when it opened in Fall 1976. From 1976 to 1983, the program enrolled a total of 49 students (20 of those in 1979). Most recently, the program had only two declared majors in 1982, and four in 1983. These data support the conclusion that although the program did provide an in-service function to city employees when it was implemented (see question #1 above), it no longer attracts students due to a lack of entry-level jobs for graduates of the program. The College, therefore, should seriously examine the possibility of discontinuing the program or, in the least, place the program on inactive status for Fall 1985.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Human Services Assistant

PROGRAM HEGIS NUMBER: 5506-03 LEVEL OF AWARD: AA

1. What factors account for the declining awards in this program?

   The enrollment in the Human Services Assistant program apparently is related to the perception of the availability of jobs in the public sector. For the past year or so, the perception is that the jobs are fairly scarce for graduates of the program. Another factor is the trend toward more part-time and fewer full-time students as shown on the PDM printout. It would follow that fewer awards would be earned for a period of time.

2. At what level does the college expect the awards to stabilize?

   The awards level will probably stabilize between 20 and 25 graduates per year.

3. What factors account for the low placement of students in full-time jobs related to their field of training?

   Probably the main reason is that there are very few jobs entitled "Human Services"; thus many job titles would erroneously not be included in the list of human services jobs.

4. For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.

   The College is unable to provide this data.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

   a. Add a public law course as an elective.

   b. Lectures in social policy should be added to the Urban Affairs Seminar (SOC 209).

   c. Term Papers (ENG 102) should be made mandatory for all Human Services students.

   d. Introduction to Gerontology should be an elective.

   e. Data Processing (CIS 101) and Computer Programming (CIS 100) should be electives.

f. Elementary Statistics (MAT 107) should be revamped to include the use of statistics in research.

g. Marriage and the Family (SOC 103) should be modified to include perspectives on "crisis intervention."

h. Juvenile Delinquency (SOC 290) should be modified to include the administration of small grassroots organizations.

i. Morgan State University has advised the College that requirements for the Human Services curriculum should include a course on the Black Family in the Community, a first course in Research, a psychology course for social workers rather than psychologists, and a course on the development of community organizations within the black community.

j. All courses should be articulated with the Social Work curriculum at Morgan State University.

6. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The program is one of very fine quality and is expected to perform well.

7. What action(s) does the college plan to take to address the above issues?

An upgrading of the curriculum is being done on a continuous basis.

SBCC STAFF RECOMMENDATIONS/COMMENTS

(1) It is critical for a college to have a clear idea of what types of jobs its students have been able to secure after graduation. That kind of data is collected regularly as part of the annual follow-up studies done statewide. The College is requested, therefore, to provide a full response to question #4 above as soon as possible, but no later than June 1, 1985.

(2) The existing quality indicators for the Human Services Assistant program (e.g., the percentage of students getting full-time jobs; the percentage of students achieving their personal goals) are not good. The College should submit evidence to support its conclusion that the program is one of very high quality, as indicated in question #6 above.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Fire Protection Technology

PROGRAM HEGIS NUMBER: 5507-01 LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

   There are a number of considerations which may account for the declining enrollment in this program.

   a. The College has never had a full-time coordinator for this program.

   b. When it started, the economy was expanding and the Baltimore City and Baltimore County Fire Departments had money to spend for training outside their own agencies. Governmental agency budgets are now severely curtailed.

   c. The College's budget has not been able to sustain offering back-to-back classes for firemen working on shifts.

   d. The skills needed for successful firemen have expanded and changed.

   E. Intensive recruitment in the Fire Department and in industry has been very limited because of the lack of a full-time coordinator to do it.

2. At what level does the college expect the enrollment to stabilize?

   Enrollment could stablize at about 30 FTE within three years if the efforts presently underway produce the desired outcomes.

3. What factors account for the low number of awards in this program?

   Personnel changes in the Baltimore City Fire Department with a subsequent difference of philosophy and commitment led to many students taking only the specialized courses and not completing the degree. (Also, see #1c above).

4. What does the college consider to be a minimum number of awards for a successful program?

   This program would be considered successful if there were ten graduates a year after a delay of about three years to rebuild enrollment, allowing for the trend to part-time students.

5. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

   The College is unable to conduct the survey requested at this time.

6. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

   a. During the Spring 1984 semester, the new chairperson of the Public Safety Department attended seven meetings of persons involved with fire and safety technologies. These ranged from the South Baltimore Mutual Assistance Program to a meeting of American Safety Engineers at Ft. Meade. He toured the waterfront with safety and maritime officials and fire department officials talking to them about the need for fire and safety technology programs. In addition to the meetings, he also spoke to trainers and technicians in the Coast Guard, maritime industries, Maryland Port Administration, Maryland Delegates to the General Assembly, fire departments, and transportation and OSHA officials.

   b. The Advisory Committee was formed during the Spring 1984 semester and has also met during the current term. During the initial meeting, a preliminary proposal for a combined fire and safety technology program was developed and revised at the second meeting. (A copy of the revised preliminary proposal has been submitted to the SBCC).

   c. Twelve of the 18 members of the Program Advisory Committee are from industries or agencies which employ the graduates of the program as it now stands.

7. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

   At the present time, the quality of the program is between low and satisfactory.

   The program needs a lot of attention, aggressive marketing, and recruiting. With the help of a full-time person with proper credentials or a dedicated part-timer, the Fire Protection program could expand rapidly.

8. What action(s) does the college plan to take to address the above issues?

   The College plans to hire a full-time professional as a consultant to assist in the formal development of the revised program and the implementation of aggressive marketing strategies.

SBCC STAFF RECOMMENDATIONS/COMMENTS

(1) One hundred and sixty-one students have enrolled in the program over the past five years (1979 through 1983). The College is requested to seek information from at least 15 of these students on their employment status and related issues as shown on the PDM student follow-up display. The results should prove essential to the efforts now underway to develop a revised curriculum; they should be submitted to the SBCC no later than June 1, 1984.

(2) Five community colleges have had programs in Fire Protection Technology. Two have been discontinued recently; the remaining three are struggling. The key issue is whether or not there is a real need for these programs given that the in-service needs of current fire fighters have been largely met. Such in-service training has historically accounted for most of the enrollment in these programs. The College is encouraged to continue the development of the revised curriculum (the preliminary proposal for two new options appears to be very carefully thought out), but with proper awareness of the resources that will be required for its successful implementation.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Catonsvile Community College

PROGRAM TITLE: Air Transportation Management

PROGRAM HEGIS NUMBER: 5011-01 LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

Probably the principal factor accounting for less than satisfactory enrollment in this program is lack of awareness by the public of the increased opportunities for employment compared to several years ago.

Recent upheavals in the airline industry resulting from the Airline Deregulation Act of 1978 have produced erratic employment patterns throughout the industry. The 1980-83 recession had a severe impact on employment, with most established carriers furloughing (laying off) large numbers of employees. Within the past year, the picture has improved dramatically, but any effect on college enrollment will lag the improvement.

2. At what level does the college expect the enrollment to stabilize?

As the community becomes more aware of the current opportunities within the air transportation career field, the College should be able to maintain an enrollment of 40 students per year in the Airline and Flight Attendant options, 20 in Air Traffic Control and 30+ in Pilot Training.

The recent formation of many new "upstart" carriers during the past several years, and the rapid expansion of several of the older but smaller ones, such as Piedmont and USAir for example, all of which would not have been possible prior to deregulation, are positive indicators in the industry. As the industry becomes increasingly stable, enrollment should increase in the area of ground employment training. Interest in flight attendant training will likely also increase, but competition for jobs will remain high.

In view of the fact that this is a statewide program, it is entirely possible that, with adequate publicity, these numbers can be raised substantialiy.

3. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

A survey was sent in September, 1984 to 28 students. The following table gives the results from 15 respondents.

| | Number | Percent |
|---|---|---|
| Number of Respondents | 15 | |
| Employed Full-Time | | |
| Job Directly Related | 4 | 27% |
| Job Somewhat Related | 2 | 13 |
| Job Not Related | 5 | 33 |
| Employed Part-Time | 4 | 27 |
| Total | 15 | 100% |
| Achieved Goal or Still Enrolled | 11 | 73% |
| Satisfied with Instruction of Program | 15 | 100% |

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

The Advisory Committee has been in limbo for the past year or two, partly because of the large turnover in personnel among the airline companies represented. In view of this, plus the increased number of new sources (companies) for membership, the College will reorganize the Committee. Most airlines operating at Baltimore now employ graduates and students from this program. When the Committee is reorganized, an attempt will be made to get representatives from other types of aviation organizations, such as fixed base operators and flight schools, in addition to the airlines, FAA, and State Aviation officials.

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

Students of the program have been employed with the airlines: former students are commercial pilots, military pilots, and air traffic controllers. Students responding to the recent survey were extremely satisfied with the program.

6. What action(s) does the college plan to take to address the above issues?

The College plans to reorganize the Advisory Committee, better publicize the program with an updated mailing list, and upgrade the equipment.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Catonsville Community College

PROGRAM TITLE: Chemical Technology

PROGRAM HEGIS NUMBER: 5305-01 LEVEL OF AWARD: Certificate/AA

1. What factors account for the low enrollment in this program?

Many students take these courses for reasons other than to pursue a certificate. Local industries have job openings, each requiring slightly differing skills in Chemical Technology. The courses are also sought out by mature part-time students already employed in quality assurance fields whose interest is in specific courses rather than the certificate.

The average Chemical Technology student in 1984 enrolled for only 6.2 credits. At this slow, part-time rate, the expected number of graduates in a given year is low. It is felt that growing concern in toxic waste areas will lead to growth in some of the more specialized courses.

2. What is the minimum number of students needed to offer a successful program?

In a program like Chemical Technology with no courses that are unique to it, decisions continue to be made on a cost-effective basis, course by course and semester by semester, rather than for the program as a whole. The College anticipates continuation as long as there are interested students and the courses can be offered in a cost-effective manner.

The program had 20 students in 1984 and 16 FTEs in the same year. Considering its costs, this constitutes an acceptable enrollment and hence a successful program.

3. What does the college consider to be a minimum number of awards for a successful program?

This program awarded five degrees in 1982 and no certificates. One award was given in 1983 and none in 1984. Considering the cost of the program, and the continued enrollment in the courses, the decline in awards is not of great concern by itself. As long as the course sequence is attracting students and benefits those who enroll, the number of completions should not be a criterion on which to measure success. The degree is not required for successful job placement or advancement.

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

The Chemical Technology Advisory Committee has not met formally for several years, but the faculty maintain constant contact regarding job openings. Companies consulted include W. R. Grace and Noxell. Faculty have noted that qualifications in this field are very standard and formal contacts have not indicated a need for change. Faculty are well aware of changes in the field including new legislation dealing with toxic waste, which will have a bearing on many smaller companies which formerly did not need to comply. These regulatory changes will probably create new demand in the chemical technology area. Students are now easily placed with local industries.

5. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

When the Medical Laboratory Tecnician program was superseded to a large extent by four-year programs in the area, the chemistry courses serving Chemical Technology and Medical Laboratory Technician lost enrollment. The chemistry faculty studied the situation and developed the new related option, Toxic Waste Management, which is now in its infancy. The response to date to this new option has been positive in view of recent stricter legislation on toxic waste handling, and the general change in the climate of opinion regarding the subject. It is felt that the Toxic Waste Management option will help to revitalize the program.

6. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The program still has to be evaluated to determine its quality, although faculty believe the course offerings are excellent.

None of the courses in the Chemical Technology curriculum are special only to that program. A normal complement of the chemistry courses offered each semester serves the Toxic Waste Management, Bio/Chem Lab Science, and the Arts and Sciences programs. There have been some cancellations, but generally the offerings are well populated with a range of from 15 to 45 students.

7. What action(s) does the college plan to take to address the above issues?

The College is actively pursuing better marketing of its programs and has developed a new pro-active Marketing Committee for this purpose. The Chemical Technology faculty are pursuing the design of a brochure that will be directed toward the younger student. More importantly, the College plans to reestablish an Advisory Committee to make a direct and active link with business and industry. A survey of graduates and entrants will also be done to determine the quality of the program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Catonsvile Community College

PROGRAM TITLE: Quality Control Technology

PROGRAM HEGIS NUMBER: 5312-01 LEVEL OF AWARD: Certificate

1. What factors account for the low number of awards in this program?

Many of the students are taking quality courses for reasons other than pursuing a certificate. They want specific courses and not a full program.

Like several other occupational programs, the majority of the students are part-time and tend to take courses that provide specific bodies of knowledge that can immediately be applied to their jobs.

Some employers do not reward students more for completing a program; they are more interested in specific knowledge and skills associated with specific courses.

2. What does the college consider to be a minimum number of awards for a successful program?

As long as individual courses within the program meet the needs of the quality assurance field, and as long as these courses are enrolled to a cost-effective extent, the program, as a whole, should continue and be considered successful. Completion of the total program is not required for successful advancement within the field.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

The Industry Committee met in February and again in October. At the October meeting, the Committee focused on possible program changes. Seven of eight members are from organizations whose employees work in the quality field. These members agreed to work with the coordinator to improve and update this program.

4. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

The College did not respond as quickly as it should have in reestabiishing an Advisory Committee, but one is now working and actively seeking to make changes that will improve the quality of the program.

No significant changes were made to the program; however, more active publicity and promotion through the Division of Continuing Education has been done.

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

Advisory Committee members have commented on the worthiness of the program and have responded favorably to the suggestions made by the coordinator, who has been actively involved in listening to the needs of business and industry. The number of students enrolled in the courses in the program also indicate that it is meeting a continuing need. The overall assessment of enrollment and quality is, therefore, that both are at least satisfactory.

6. What action(s) does the college plan to take to address the above issues?

With the help of the College's Center for Curriculum Development and Evaluation, the program coordinator, and the Advisory Committee, the College will:

a. Strengthen its alliance with local industry through the Advisory Committee.

b. Continue to review and make program modifications, with particular attention to changes that have recently occurred in the field.

c. Revise the title of the certificate to clearly define the nature and benefits of the program.

d. Incorporate parts of this certificate program into other appropriate programs.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Catonsvile Community College

PROGRAM TITLE: Construction Inspection Technology

PROGRAM HEGIS NUMBER: 5317-04 LEVEL OF AWARD: Certificate/AA

1. What factors account for the declining enrollment in this program?

When the program was expanded to serve building inspectors, soil conservation inspectors, and public works inspectors, and serve other curricula, the program was expected to grow and not decline. The College is not able to determine at this time what has caused the decrease.

2. At what level does the college expect the enrollment to stabilize?

The College does not know when the enrollment will stabilize. The new options, which were created along with an improving economy in the construction area, should position the College for enrollment growth. At this point the College is looking for cost-effective individual courses to operate and serve the industry. It is not expected that the program will be large in the forseeable future.

3. What factors account for the low number of awards in this program?

Most of the students are part-time adults who are already employed and take many years to complete the program. Courses are filled, in part, by students in other programs, and some students enroll on a course-by-course basis without seeking the degree. Some students come from peripherally-related fields such as insurance or real estate, and take courses on a selective basis.

4. What does the college consider to be a minimum number of awards for a successful program?

As long as the individual courses continue to attract students who benefit from enrollment, and as long as these are cost effective, the number of awards should not be a criterion on which to determine success. The degree or certificate is not required for successful job placement or advancement.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

The Construction Advisory Committee met once in 1984. The Construction Inspection Technology (CIT) faculty maintains close contact with professional organizations such as Associated Builders and Contractors, the Construction Specifications Institute, the Builders Congress and Exchange, and the Homebuilders Association. The faculty have contact with industry on a weekly basis regarding guest speakers, non-credit offerings and such. All the part-time faculty, about ten different individuals, are practitioners in the field. The coordinator serves on the educational committee of a local professional organization.

The CIT faculty have been responsive to suggestions from the industry. For example, courses have been added to the program to serve related fields such as sediment control inspection, building inspection, and public works inspection.

6. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

CIT is "flagged" by the State because of its small number of graduates. This is not seen as a problem as described above. However, the CIT faculty are in constant, active contact with the industry and always seek to update their programs. Currently, for example, noncredit seminars for the homebuilding trade are being developed. It is hoped that this contact will feed CIT.

Individual courses are always under review to meet current demands.

The department is also studying the possibility of offering letters of recognition for satisfactory completion of certain sequences of courses. It is believed that this will encourage and reward students who take courses in specialized areas.

7. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program remains excellent. There are healthy course enrollment. Part-time faculty who are practitioners in the field lend vitality to the program, while full-time faculty give integration and stability. Constant contact is maintained with the advisory group and steady gradual innovations are implemented as the industry changes.

8. What action(s) does the college plan to take to address the above issues?

Interaction with advisory groups shall be continued. Interaction of faculty with professional organizations shall be continued. This interaction is the key to the program's healthy evolution. The department is working on offering letters of recognition for satisfactory completion of certain sequences of courses in response to the specialized part-time student.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Cecil Community College

PROGRAM TITLE: Business Administration Transfer

PROGRAM HEGIS NUMBER: 4970-01 LEVEL OF AWARD: AA

1. What factors account for the low number of awards in this program?

The following factors contribute to the low number of awards:

a. A number of students transfer prior to completion of their degree requirements.

b. The College carefully seeks a commitment from entering students that their primary reason for attending is transfer. If advisors learn that students' primary reason for attendance is to prepare for employment or employment advancement, they are advised to enter the Business and Commerce program.

c. The majority of students work, and as a result, it takes several years for them to graduate.

d. The Business Administration Transfer program was revised several years ago in order to meet requirements of senior institutions within Maryland. A major revision was an increase in the mathematics requirement. This change possibly could result in a delayed graduation date for many students.

2. What does the college consider to be a minimum number of awards for a successful program?

The success of a program cannot be measured by the number of awards, especially in the instance of a program that is designed to assist students in transferring. The success of a transfer program should be the extent to which it helps the students to transfer. It is nearly impossible for a single program to meet all of the requirements of the senior institutions to which students might transfer. This creates a situation in which students take the courses they need and then transfer before completion of their program requirements.

3. What factors account for an enrollment-to-awards ratio that is more than twice the State average?

The primary factor contributing to the large enrollment-to-awards ratio is that Cecil's student population has a larger percentage of part-time and evening students than most sister institutions. The College's full-time day student population, traditionally the transfer oriented student, numbers only several hundred.

4. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Cecil Community College conducted a telephone survey of 20 graduates of the Business Administration Transfer program. The results are as follows:

| | 1978-1982 Graduates | |
|---|---|---|
| | N | % |
| Number of Respondents | 11 | |
| Number Transferred | 8 | 73% |
| Satisfied with Quality of Instructors | | |
| Extremely Satisfied | 4 | 38 |
| Satisfied | 7 | 62 |
| Not Satisfied | 0 | 0 |
| Achieved Personal Goal | 11 | 100 |
| Percentages Below Apply to Transfers | | |
| All Credits Accepted | 7 | 88 |
| Lost More than 7 | 1 | 12 |
| GPA above 3.0 at transfer institution | 7 | 88 |
| Relationship of C.C. Program to Transfer Program | | |
| Directly Related | 7 | 88 |
| Somewhat Related | 0 | 0 |
| Not Related | 1 | 12 |

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The College believes program quality is excellent. According to SBCC data, transfer students from Cecil Community College have one of the highest success rates at the University of Maryland. Additionally, Cecil faculty know of a number of former students who have completed degree requirements, are working in management, or have earned a C.P.A. Another strength of the program is that a number of component courses in the program are drawn from the Arts and Science area, guaranteeing program rigor in each of the four semesters of the program.

6. What action(s) does the college plan to take to address the above issues?

The College plans no action aimed at producing more awards in the Business Administration Transfer program at this time. Existing faculty in the Business Administration area teach the majority of their courses to students enrolled in programs other than Business Administration Transfer. The College incurs no additional incremental cost in providing the Business Administration Transfer program coupled with the Business and Commerce Technology program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Cecil Community College

PROGRAM TITLE: Construction Trades Technology

PROGRAM HEGIS NUMBER: 5317-01 LEVEL OF AWARD: Certificate/AA

1. What factors account for the declining enrollment in this program?

   The declining enrollment over the period 1978 to 1983 is directly related to the College's declining veterans enrollment. Historically, a large percentage of Cecil's veteran students have been enrolled in the Construction Trades Technology program.

2. At what level does the college expect the enrollment to stabilize?

   The current level of enrollment (100 to 120 students) is the level at which enrollment in the Construction Trades Technology programs is expected to stabilize.

3. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

   Cecil Community College conducted a telephone survey of sixty-three graduates of the Construction Trades Technology program. Unfortunately, only a few could be reached. The results of the survey follow:

| | 1978-1982 Graduates | | 1982 Entrants still Enrolled 1984 | | 1982 Entrants Not Enrolled 1984 | | All Combined | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Number of Respondents | 6 | | 4 | | 6 | | 16 | |
| Employment | | | | | | | | |
| FT Job-Directly Related | 2 | 33 | 1 | 25 | 1 | 25 | 4 | 25 |
| FT Job-Somewhat Related | 4 | 67 | 1 | 25 | 2 | 50 | 7 | 44 |
| FT Job-Not Related | 0 | 0 | 2 | 50 | 2 | 50 | 4 | 25 |
| Not Employed-Seeking Work | 0 | 0 | 0 | 0 | 1 | 17 | 1 | 6 |
| Goal | | | | | | | | |
| Achieved Personal Goal | 5 | 83 | | | | | | |
| Quality of Instruction | | | | | | | | |
| Extremely Satisfied | 2 | 33 | 1 | 25 | 3 | 50 | 6 | 38 |
| Satisfied | 4 | 67 | 3 | 75 | 3 | 50 | 10 | 62 |
| Not Satisfied | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Began Job After College | 2 | 33 | | | | | | |
| Satisfied with Employment Preparation | 5 | 83 | | | | | | |

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

   a. The Advisory Committee meets monthly throughout the Fall and Spring semesters. One of the concerns of the Committee has been the need for an articulation agreement between the county high school programs and the programs at the community college. The Committee has also expressed a concern for the updating of all of the Construction Trades Technology options and the increasing need for staying abreast of changes in the construction industry.

   b. Approximately 75 percent of the Advisory Committee members represent organizations that employ graduates of the Construction Trades Technology program.

c. Most of the contacts about the program have been made through the Advisory Council; however, a new approach is currently being developed to involve a larger number of employers in the planning of new courses and program options.

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the Construction Trades Technology program is excellent. Revisions, updates, and changes are necessary to continue this excellent rating for the future.

6. What action(s) does the college plan to take to address the above issues?

As a result of this evaluation and of previous evaluations, Cecil Community College and the Careers Division is planning to consolidate several of the options within the Construction Trades Technology program to provide a new option that may better meet the needs of the student population. More specifically, the areas of carpentry, masonry, and plumbing are under consideration as a possible combined program offering.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The SBCC strongly supports articulation efforts between community colleges and high schools. The College is referred to a recent SBCC study -- Articulated Programs Between High Schools and Community Colleges in Maryland -- for a description of agreements that are working well throughout the State.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Charles County Community College

PROGRAM TITLE: Real Estate

PROGRAM HEGIS NUMBER: 5004-06 LEVEL OF AWARD: Certificate

1. What factors account for the declining enrollment in this program?

Enrollment in the Real Estate Certificate program has fluctuated over the past five years from a high of 38 in 1980 to a low of 15 in 1982 with a current enrollment of 16 students. The faculty evaluation team has identified several factors which have influenced the program enrollment:

a. Fewer new personnel have required training due to the general economic recession in the real estate industry. In Fall 1984, enrollment in real estate courses increased as did activity in the industry.

b. More real estate courses are being offered within private real estate offices than ever before. A cursory review of such courses indicates that prospective students may be encouraged to complete the introductory course at the College prior to receiving specialized training in the real estate office.

c. The curriculum has not been evaluated in several years and may require substantive changes to attract students to the program.

This past semester, enrollment almost doubled in the introductory course, Principles and Practices of Real Estate (REL 250), to a record high of 167 students. This substantial increase may be predictive of renewed interest both in the industry and the Certificate program.

2. At what level does the college expect the enrollment to stabilize?

The College expects enrollment to fluctuate as it has over the past years in response to economic conditions. If substantive curricular changes are undertaken, an increase may be anticipated.

3. Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:

| Educational Goals | Number | Percent |
|---|---|---|
| Courses only | 3 | 18.8% |
| Certificate | 7 | 43.7 |
| Degree | 4 | 25.0 |
| Unknown/Blank | 2 | 12.5 |
| Total | 16 | 100% |

| Personal Goals | Number | Percent |
|---|---|---|
| Exploration of new career field | 4 | 25.0% |
| Immediate job entry | 1 | 6.2 |
| Transfer | 6 | 37.5 |
| Update skills for current job | 3 | 18.8 |
| Personal interest | - | - |
| Other/Unknown/Blank | 2 | 12.5 |
| Total | 16 | 100% |

Source: Charles County Community College Student Data System, Fall 1984

4. What does the college consider to be a minimum number of awards for a successful program?

The College recognizes that the Certificate is not required for entry into real estate sales and that, as a result, awards may be only a small percentage of enrollment. The College would consider 20 percent an acceptable rate of completion.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

A qualitative program evaluation was undertaken for this program during the Fall of 1984. The Faculty Committee has reviewed several factors and initiated community contacts. A Program Advisory Committee will be established during the Spring of 1985 to assist in the evaluation and anticipated curricular update. Individuals active in the real estate community will be sought for Advisory Committee membership.

6. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

Initial review by the faculty team indicated that the quality of the program was satisfactory, but that some course and curricular changes should be considered. Admission data on student's educational and personal goals indicate that perhaps more counseling is needed to assist the student in setting realistic goals.

7. What action(s) does the college plan to take to address the above issues?

A Program Advisory Committee will be formed this semester and will join the faculty team in evaluating the program. This evaluation process is due to conclude in May with recommendations on program viability. If deemed necessary, course and curricular changes, together with more effective counseling, will be undertaken in the Fall of 1985.

SBCC STAFF RECOMMENDATIONS/COMMENTS

(1) The College is requested to submit to the SBCC a copy of the final evaluation report due from the Faculty and Advisory Committee in May 1985.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Charles County Community College

PROGRAM TITLE: Printing

PROGRAM HEGIS NUMBER: 5009-01 LEVEL OF AWARD: Certificate

1. What factors account for the low enrollment in this program?

   Courses in this program have not been offered since 1982 when funding was cut.

2. What is the minimum number of students needed to offer a successful program?

   A viable program would require a minimum of 20 students.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

   The Program Advisory Committee dissolved three years ago when courses were no longer offered. Over the past three months, the College has received several inquiries about the revival of the former training program. Possible funding is being explored through the Maryland Department of Economic and Community Development, Office of Industrial Training. In addition, meetings have been initiated with the local Economic Development Council and representatives of industry. A survey will be completed in February of training needs in the Southern Maryland printing industry. Results of this survey will guide future planning.

4. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

   The program is currently not functional.

5. What action(s) does the college plan to take to address the above issues?

   Prior to recent interest in the former program, the College had planned to discontinue the program. Instead, the College will request that the program be inactivated while the new survey is analyzed. Depending upon the results the College may (1) reestablish the former program; (2) offer the training in non-credit and discontinue the credit program; or (3) offer only continuing education for interested employees.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Chesapeake College

PROGRAM TITLE: Business Management Technology

PROGRAM HEGIS NUMBER: 5001-01 LEVEL OF AWARD: Certificate/AA

1. What factors account for the declining awards in this program?

With 13 graduates in Spring of 1984, the College has reversed what appeared for the prior two years to be a trend towards decreasing awards in this program. Indeed, graduations in Spring 1984 more than doubled over Spring 1983. However, the trend towards part-time attendance, particularly in the certificate program, and towards interest in completing selected courses without intending to graduate (36 percent of those surveyed for the additional follow-up study conducted for this evaluation report), suggest that enrollment will likely continue to exceed graduations. With a third of the students enrolling to update skills for a job already held, it is clear that for a certain sector of business management technology students, objectives for attending college do not necessarily include attaining a degree.

2. At what level does the college expect the awards to stabilize?

Awards are expected to increase gradually, in view of substantial annual increases in headcount enrollment. With the majority of students attending part-time, awards for each entering class are expected to be realized over a period exceeding the traditional two-year period. The program remains healthy because of its ability to serve many students with a diversity of objectives. The population previously alluded to is expected to increase, thus bolstering program enrollment for part-time students beyond already greatly increasing proportions. Overall, enrollment in this program grew by 27 percent between 1982 and 1983, and by 36 percent between 1981 and 1982. These trends support strong student interest and need for the program.

3. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Results of additional follow-up studies, presented in a PDM Display Format, are as follows for this program. The survey, of both entrants and graduates, was conducted by mail or through direct distribution of questionnaires.

| | Number | Percent |
|---|---|---|
| Number of Respondents | 18 | |
| Full-Time Job, Directly Related | 4 | 22% |
| Full-Time Job, Somewhat Related | 5 | 28 |
| Full-Time Job, Not Related | 4 | 22 |
| Part-Time Job | 2 | 11 |
| Transferred, Not Employed | 1 | 6 |
| Seeking Work, Not Employed | - | - |
| Military, Home Respons., Other | 2 | 11 |
| Total | 18 | 100% |
| Transferred, regardless of employment | 3 | 17% |
| Achieved Personal Goal * | 11 | 83 |
| Satisfied with Instruction | 17 | 94 |

* Five students were still enrolled at the College, and therefore, their responses to this item are not included in the results shown.

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

The Advisory Committee has met once during the past year, but subcommittees to deal with specific program-related topics have been formed, and additional meetings for the next year are planned. The curriculum was reviewed thoroughly and updated in 1980, and since then, program developments have focused on expanding course offerings to the business community since student and administrator feedback indicated that the curriculum was meeting its goals. There are eight Program Advisory Committee members, and of these, four employ program graduates, while the others have indicated strong interest in doing so, pending available openings. Those not currently employing graduates are from smaller businesses, whose input is nevertheless important to the program because small businesses are representative of the Eastern Shore labor market.

Through the cooperative education component of the program, and through close coordination with area business leaders, faculty maintain close ties between the program and the area business community.

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

As a small college, Chesapeake is faced with the dual considerations of maintaining a broad range of program options for students and employers, and at the same time, offering high quality, cost-effective instruction.

The Business Management Technology program is particularly well-suited to both of these objectives since it offers students either already employed, or interested in becoming employed in a range of business occupations, relevant preparation and skills upgrading. A strength of the program is its flexibility. Recent developments include marketing to small business managers who may lack formal educational preparation, a major contract with the Black and Decker plant in Easton to provide on-site training, interdepartmental collaboration with Computer Studies and Office Education and Technology departments at the College in order to expand curricular options for students and better meet their needs, and a continuing, flourishing cooperative education component of the program. Program quality can be judged as excellent based on student satisfaction, evaluation of college administrators, and responsiveness to the needs of area business and industry.

6. What action(s) does the college plan to take to address the above issues?

The College plans to take the following actions in response to its instructional program evaluation.

a. Student follow-up studies will continue to be conducted by Chesapeake's Office of Institutional Research, Planning, and Analysis as a basis for ongoing program assessment.

b. Recognition that the program serves students with occupations or occupational goals that cover a wide spectrum will be incorporated into student advising and into feasibility studies for additional courses, curriculum modifications, or options within the program.

c. Continued articulation with the range of employers present in the five-county area will form a basis for ongoing review and updating of the curriculum.

d. Course schedules will be reviewed in light of optimum times for part-time students to attend, with the potential goal of increasing access for this growing population.

e. Following the collaborative model with Black and Decker, the College will investigate additional opportunities to provide on-site training for business and industry.

f. Marketing will focus on continued development of the increasing sub-population evident in program enrollments: employed businesspersons who seek continuing and additional specialized instruction relative to rapidly changing business climates.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1984

COLLEGE: Chesapeake College

PROGRAM TITLE: Air Conditioning/Heating/Refrigeration Technology

PROGRAM HEGIS NUMBER: 5317-02 LEVEL OF AWARD: Certificate

1. What factors account for the low enrollment in this program?

The Air Conditioning, Heating and Refrigeration Technology program has, compared to other programs at Chesapeake, bordered on low enrollment. Graduates, and some students before they graduate, find ready employment in the field at salaries averaging $4,217 more than the average for employees as a whole in the five-county area. While enrollment is still small, it has shown slight increases in recent years. Employment figures for the five-county area indicate that if the College increased its enrollment by up to six students annually, they could still, as graduates, find directly related local employment.

Factors that may have contributed to low enrollment may be related to student awareness. Publicity efforts in recent years have concentrated on new high technology programs. Students may not be fully aware of the strong employment prospects and specialized technical skills available through study in this field, which may initially appear less attractive than newer programs such as data processing.

2. What is the minimum number of students needed to offer a successful program?

Additional students would lower the FTE cost for the program. But based on student evaluation and employment success, compatibility with the College mission and goals, and assessment of College administrators, the program is successful at its current level of enrollment, and offers a high degree of individual attention to students.

Headcount for this program doubled between 1981 and 1983, but the percentage of full-time students decreased. Students are taking longer to graduate, and combining study with work experience. In recognition of this shift, the College this year has made a major change in scheduling, moving what was formerly predominantly daytime scheduling into almost entirely evening courses for these students. This change is expected over time to yield higher enrollment for the program by making it more accessible to students.

In 1980, total headcount dipped to seven, although that trend was rapidly reversed. However, should that number drop below four in the future (an unforeseen situation in light of current efforts), the College would have to reasess ways in which it could maintain its commitment to area employers to provide quality, trained personnel, but perhaps on a more limited basis. However, several trends, including enrollment increases, a stronger emphasis on marketing the program, and prior equipment investments, are expected to yield dividends in terms of increasing program cost-effectiveness in the future.

3. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Results of additional follow-up studies, presented in a PDM Display Format, are shown below. The survey, of both entrants and graduates, was conducted by mail, yielding two responses, and by telephone, yielding an additional 13 responses.

| | Number | Percent |
|---|---|---|
| Number of Respondents | 15 | |
| Full-Time Job, Directly Related | 7 | 47% |
| Full-Time Job, Somewhat Related | 3 | 20 |
| Full-Time Job, Not Related | 2 | 13 |
| Part-Time Job | 1 | 7 |
| Transferred, Not Employed | 1 | 7 |
| Seeking Work, Not Employed | 1 | 7 |
| Military, Home Respons., Other | - | - |
| Total | 15 | 100% |
| Transferred, regardless of employment | 2 | 13% |
| Achieved Personal Goal * | 12 | 86 |
| Satisfied with Instruction | 13 | 87 |

* One student (entrant survey respondent) was still enrolled at the College, and therefore, his response to this item is not included in the results shown.

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are actually from organizations that employ graduates of the program?

The Program Advisory Committee has met once over the past year, and an additional meeting is planned for the near future. The faculty maintains periodic contact with employers and since several of the students are employed in the field while attending College, additional liaison occurrs. It was at the suggestion of the Advisory Committee that the College made the major scheduling shift from predominantly daytime to predominantly evening classes. Of the four employers on the Advisory Committee, three employ graduates and/or students from the College program.

5. What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?

Emphasis of the Chesapeake program on quality, individual attention, and student performance skills have, in combination with enrollment that is lower than that at other colleges, resulted in a discipline cost per credit hour that is higher at Chesapeake than statewide. Given the importance of the program to area employers and the specialized, comprehensive nature of the training involved, the College made a decision to employ a full-time instructor for this program. Moreover, as the program shifted from day to evening classes, it was felt that this continuity would be essential to the integrity of the program.

6. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

Following identification of this program several years ago for qualitative evaluation, the College intensified recruitment efforts with the result that enrollment for the program increased. In an effort to accommodate student needs, the previously described scheduling shift was made. An even stronger effort, through revitalization of the Program Advisory Committee, was made to strengthen the program's responsiveness to area employer needs. Continued high employability of graduates attests to the success of these efforts; still, additional efforts need to be made.

7. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

Strengths of the program include flexibility to meet individual student needs and, although the College is only able to employ one instructor, a curriculum design that exposes students to both breadth and depth in skills and concepts of air conditioning, heating, and refrigeration. Program quality, judged as a composite of student, administrator, and Advisory Committee perceptions, is judged as very good. Areas for enhancement include increased collaboration with faculty teaching support courses for the program in order to strengthen student comprehension in related areas and to provide a stronger conceptual foundation for success in major program courses.

8. What action(s) does the college plan to take to address the above issues?

a. Faculty from related areas will be involved in curriculum discussions.

b. The program will be targeted for intensive marketing geared to inform students and prospective students of the employment opportunities presented by the air conditioning, heating, and refrigeration field.

c. Continued follow-up studies by the Office of Institutional Research, Planning, and Analysis will be used as a basis for ongoing program evaluation.

d. The College will consider the feasibility of seeking statewide designation of the program in order to offer students the benefits of a highly individualized program, while also reducing discipline costs per FTE.

e. The College will actively seek additional ways in which the program can meet local employer needs, perhaps through innovative instructional delivery or on-site training.

f. The College will continue to emphasize the role of the Program Advisory Committee.

g. The College will evaluate the success of the course rescheduling plan at the conclusion of the year to assess its effectiveness on improving enrollment and retention.

SBCC STAFF RECOMMENDATIONS/COMMENTS

(1) The College is encouraged to seek statewide designation for the Air Conditioning, Heating, and Refrigeration Technology program.